Microlog Microfiche Collection
Resolution Chart

Copyright

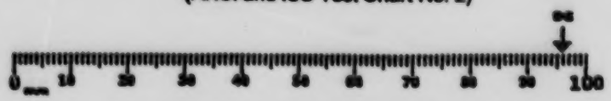
Copyright for the *contents* of this microfiche is held by the publisher of the original document. Please contact the original publisher for guidance in all copyright matters. Copyright in this *microfiche edition* is held by Micromedia Limited.

Quality of the Microfiche Reproduction

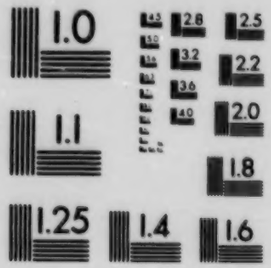
Micromedia Limited maintains the highest standards for micrographic reproduction. Attempts are made to obtain the best quality print version to microfilm. However, there are some printing styles, colours and graphic layout styles (including maps, graphs and tables) which do not reproduce well. Because of the value of the original document, Micromedia has filmed it recognizing that it may not be as easy to read as the original document.

Some pages have been filmed twice to improve the clarity of the reproduction. Consult both reproductions to ensure that all of the original text is read.

Microcopy Resolution Test Chart
National Bureau of Standards
Standard Reference Material 1010a
(ANSI and ISO Test Chart No. 2)



PM-1 3½"x4" PHOTOGRAPHIC MICROCOPY TARGET
NBS 1010a ANSI/ISO #2 EQUIVALENT



MS109

24x

micromedia
a division of IHS Canada

20 Victoria Street, Toronto, ON M5C 2N8
Tel.: (416) 362-5211
Toll free: 1-800-387-2689
Fax: (416) 362-6161

Collection MICROLOG sur Micromédia
Tableau de résolution

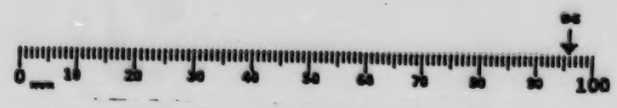
Droits d'auteurs

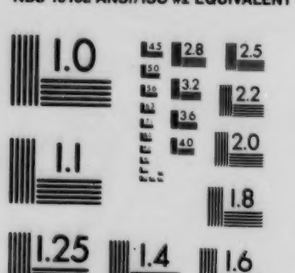
Les droits d'auteurs du conenu de cette microfiche sont détenus par l'éditeur du document original. Veuillez communiquer avec celui-ci pour obtenir des renseignements sur tout ce qui touche les droits d'auteurs. Les droits d'auteurs de cette édition sur microfiche sont détenus par Micromédia Limitée.

Qualité de reproduction sur microfiche

Micromédia Limitée maintient les normes de reproduction micrographique les plus élevées. Elle fait tout son possible pour obtenir la version sur papier à reproduire sur microfiche de la meilleure qualité possible. Cependant, certains styles d'imprimerie, de couleurs et de style de mise en page graphique (incluant des cartes, des grahiques et des tableaux) se reproduisent mal. En raison de la valeur du document original, Micromédia l'a reproduit tout en reconnaissant qu'il ne sera peut-être pas aussi lisable que le document original.

Tableau de résolution micrographique
National Bureau of Standards
Standard Reference Material 1010a
(ANSI and ISO Test Chart No. 2)



PM-1 3½"x4" PHOTOGRAPHIC MICROCOPY TARGET
NBS 1010a ANSI/ISO #2 EQUIVALENT

MS109

24x

micromedia
a division of IHS Canada

20 Victoria Street, Toronto, ON M5C 2N8
Tel.: (416) 362-5211
Toll free: 1-800-387-2689
Fax: (416) 362-6161

New Brunswick

Department of Education

Francophone Assessment and Evaluation Branch

PROVINCIAL EXAMINATION RESULTS

Francophone School Districts

DECEMBER 2001

Additional copies of this report can be obtained at the following address:

Direction de la mesure et de l'évaluation
Department of Education of New Brunswick
P.O. Box 6000
Fredericton, N.B. E3B 5H1

Tel.: (506) 453-2157 Fax: (506) 444-5523

E-mail: Gilles.Cyr@gnb.ca
Internet: http://www.gnb.ca/education/orgs/f/evalfranc.htm

December 2001

Une version française de ce document est également disponible.

A similar report on Anglophone school districts is also available in English or in French. Un document analogue présentant les résultats des districts scolaires anglophones est disponible, en anglais ou en français.

Contact/Contactez: Communications (506) 444-4714 Fax (506) 453-3111

E-mail : Joanne.Arsenault@gnb.ca
Internet : http://www.gnb.ca/education/orgs/f/evalfranc.htm

102-07054/

PROVINCIAL EXAMINATION RESULTS

Francophone School Districts

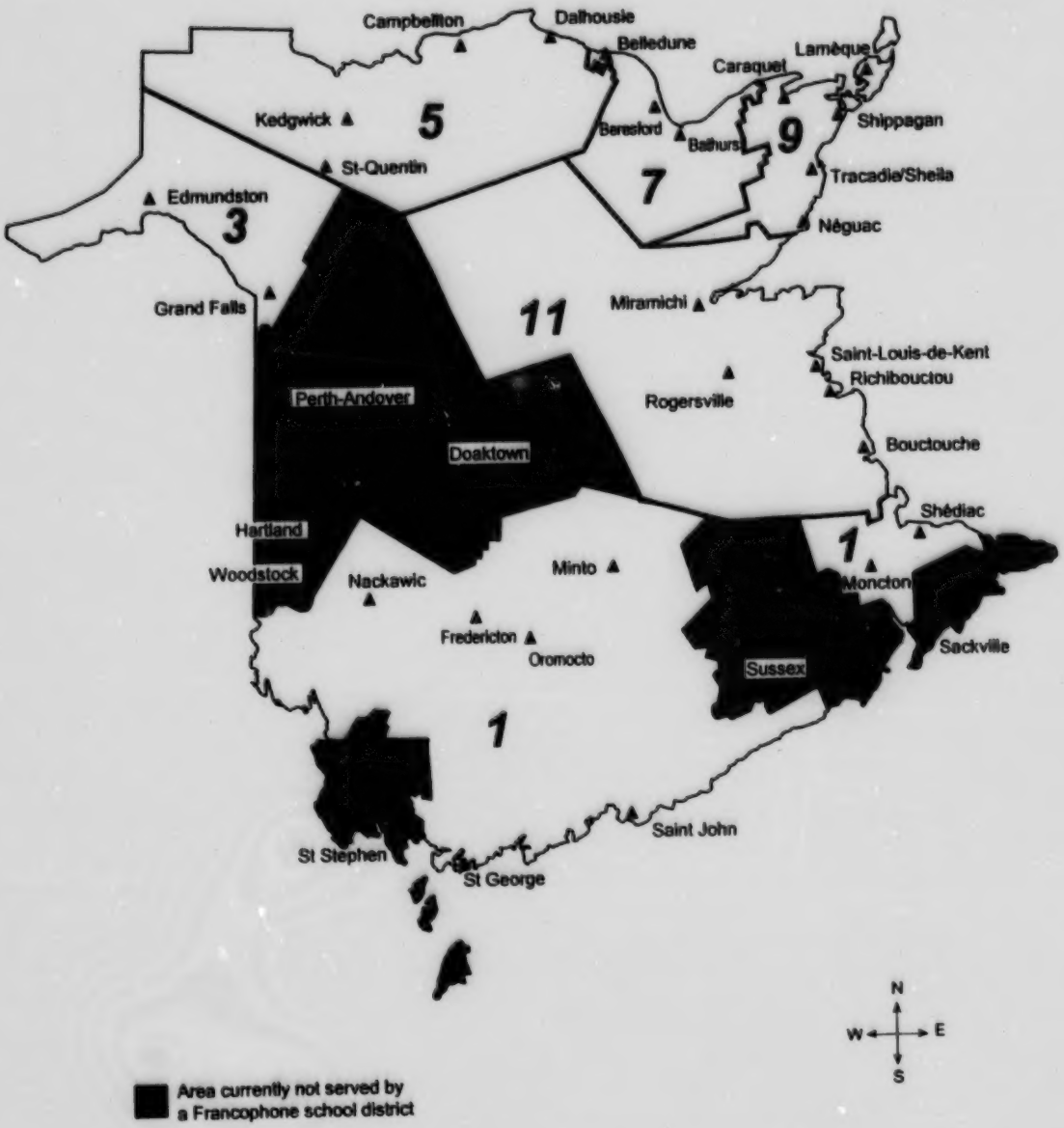
DECEMBRE 2001

Note: For the sake of conciseness, only the masculine gender has been used.

ISBN : 1-55236-559-X

New Brunswick

Francophone School Districts*



* This map shows the former school district boundaries, which were in effect at the time of the high school evaluations discussed in this report.

TABLE OF CONTENTS

1. Provincial Evaluation Programs at the Primary and High School Levels 7

2. Provincial High School Completion Examination Results 9

2.1 Provincial High School Completion Examination Program 11

2.2 What the graphs reveal:

Graphs

1 Enrolment Rates by Subject and Sex 12
2 Male Enrolment Rates by Course 13
3 Female Enrolment Rates by Course 13
4 Provincial Examination Enrolment Rates by Course and Sex 14
5 Provincial Examination Averages at the Regular Level by Subject and Sex 16
6 Provincial Examination Averages at the Modified Level by Subject and Sex 16
7-8 Français 12e (by District and Level) 18
9-10 Anglais 10e (by District) 19
11-12 Mathématiques 11e (by District and Level) 20
13-14 Géographie 10e (by District and Level) 21
15-16 Histoire 11e (by District and Level) 22
17-18 Physique 10e (by District and Level) 23
19-20 Chimie 11e (by District and Level) 24

2.3 Tables by Subject, Level and School at the Secondary Level 25

Français 12e (Regular Level) 26
Français 12e (Modified Level) 27
Anglais 10e voie A 28
Anglais 10e voie B 29
Mathématiques 11e (Regular Level) 30
Mathématiques 11e (Modified Level) 31
Géographie 10e (Regular Level) 32
Géographie 10e (Modified Level) 33
Histoire 11e (Regular Level) 34
Histoire 11e (Modified Level) 35
Physique 10e (Regular Level) 36
Physique 10e (Modified Level) 37
Chimie 11e (Regular Level) 38
Chimie 11e (Modified Level) 39

3. Français and Mathématiques Provincial Examination Results at the Primary Level .. 41

3.1 Primary Level Evaluation Program 43
3.2 Français 4e (by District and Descriptor) 55
3.3 Français 8e (by District and Descriptor) 60
3.4 Mathématiques 4e (by District and Descriptor) 66
3.5 Mathématiques 8e (by District and Descriptor) 70

Conclusion 75

APPENDICES

A Français 4e - Pass Levels by Descriptor 79
B Français 4e - Correction Grid for WRITING Test 80
C Français 8e - Pass Levels by Descriptor 81
D Français 8e - Correction Grid for WRITING Test 82
E Mathématiques 4e - Pass Levels by Descriptor 83
F Mathématiques 8e - Pass Levels by Descriptor 84

Questionnaire on Report 87

1. PROVINCIAL EVALUATION PROGRAMS AT THE PRIMARY AND HIGH SCHOOL LEVELS

This report is intended to give school staff, parents, and other taxpayers a general idea of the performance of students in New Brunswick's Francophone school districts on the provincial examinations administered at the high school and primary levels. A similar document is prepared for Anglophone school districts. However, it is important to note that the results of the Francophone and Anglophone sectors cannot be compared because the teaching and evaluation programs differ.

Why is there a provincial evaluation program in New Brunswick schools?

For a number of years, New Brunswick, like many other provinces, has been paying closer attention to the education system and its performance. Are schools preparing students to become committed, productive, effective, and responsible citizens? Will they be ready to meet the challenges of the 21st century? These are the questions being asked by parents, the other players involved in education, and New Brunswick taxpayers as a whole.

To address these concerns, a provincial evaluation program has been instituted in order to assess, at the high school level, the extent to which school program objectives are being attained and, at the primary level, the degree to which the basic skills and proficiencies essential for further learning are being mastered.

What were the subjects tested?

All the results for the high school level come from the January and June 2001 provincial examinations in Français (Grade 12), Anglais (Grade 10), Mathématiques (Grade 11), Géographie (Grade 10), Histoire (Grade 11), Physique (Grade 10), and Chimie (Grade 11). At the primary level, the results are from the assessment of Mathématiques and Français at the start of Grade 4 and Grade 8 in September 2001.

Are there any precautions that should be kept in mind when interpreting the results?

In reviewing the results of the provincial examinations at the high school level, it is important to note that the students enrolled in regular-level courses wrote one set of exams, while those enrolled in the modified-level courses wrote another. In schools with a high percentage of students enrolled at the regular level, it is interesting to note that the results are often better than or at least comparable to those of other schools in both the regular- and modified-level exams. Hence, it is very important to take into account the percentage of students enrolled in each level.

In addition, it should be remembered that the results of the provincial examinations and the school are only two of many factors indicating a school's overall situation. Socioeconomic conditions, demographics, and parent participation also influence student performance. This document does not take the latter items into consideration.

Will provincial examination results be published every year?

Yes. The reports will contain information similar to that found in this document, as well as the results of the primary-level evaluation programs by school.

How are the examinations followed up?

For the high school level, a statistical report breaking down the results by skill and content is published. It contains a description of school results and the provincial average for each subject. Every teacher has access to this information.

The school districts, in association with school administrations and teaching staff, are responsible for interpreting the results and developing an improvement plan. At the provincial level, the statistical data are reviewed, and this process serves as input for pedagogical decisions about curriculum.

At the primary level, the students' individual results and copies of the tests are given to each teacher. The parents also receive an individual report showing their child's results. They are invited to discuss these results with the teacher and collaborate closely on corrective measures and learning improvement. Moreover, the Department publishes a report containing district and provincial statistics. Consultation activities are undertaken to ensure organized follow-up by the teaching staff, school administration, school district and the Department of Education.

2. PROVINCIAL HIGH SCHOOL COMPLETION EXAMINATION RESULTS

2.1 PROVINCIAL HIGH SCHOOL COMPLETION EXAMINATION PROGRAM

What is the purpose of these examinations?

The provincial high school completion examinations are intended to provide provincial certification of studies for 7 of the 23 compulsory courses in Grades 9, 10, 11 and 12. The provincial examinations are given at the end of the final compulsory course in a specific subject. Students enrolled in regular courses write one set of exams, and those enrolled in modified courses write another.

Who prepares the exams?

The provincial high school completion examinations are developed with the help of teaching staff on the basis as prescribed in the document "Les examens provinciaux de fin d'études secondaires - Fondement et Gestion, octobre 1990". Supervision is provided by provincial evaluation consultants in association with provincial curriculum officials.

What is the passing grade?

The passing grade for final marks is 55%. Sixty percent (60%) of the final mark is based on the school mark, and 40% on the provincial examination. The results contained in this report indicate the situation for the full 2000-2001 school year by combining the results of both semesters[1].

[1] Combining the January and June results is based on the premise that the exams given in the two semesters are equivalent. The experts who help to develop and correct the provincial examinations ensure that the exams given in the two semesters are as parallel as possible.

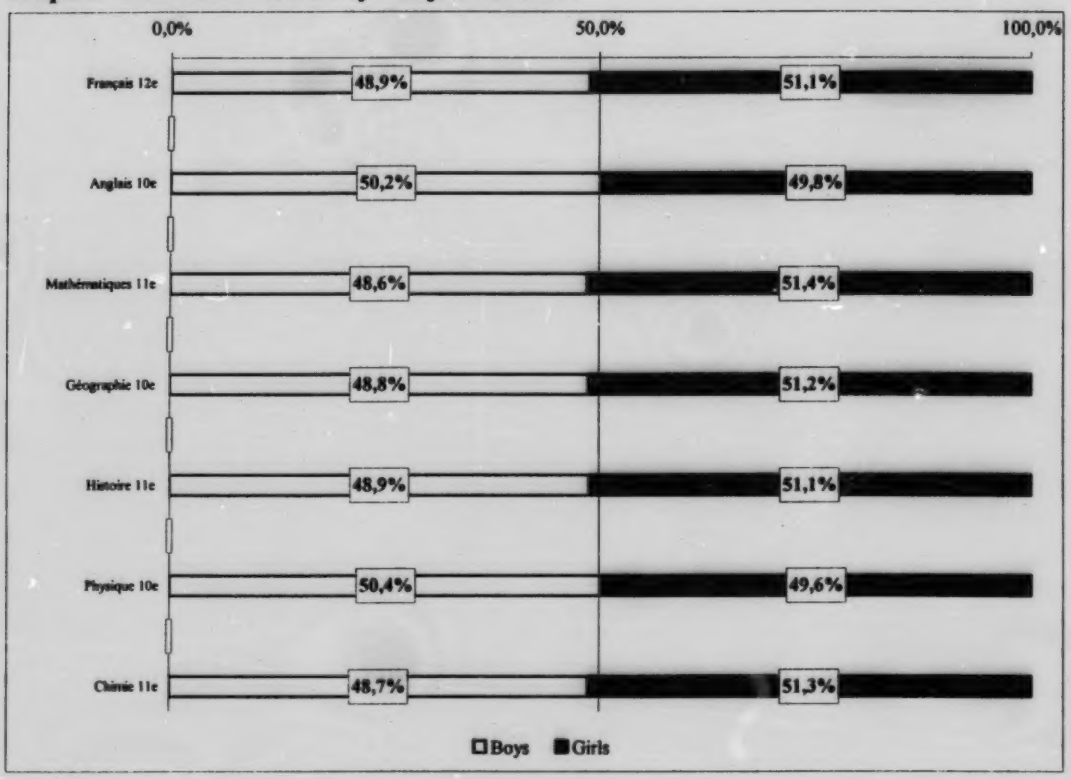
2.2 WHAT THE GRAPHS REVEAL

Is there a difference between male and female enrolment rates in regular courses?

A priori, it is important to note that the numbers of boys and girls enrolled in the Grade 10, 11 and 12 courses in which the examinations were administered are about the same (10,592 boys and 10,933 girls, or 49,2 % boys and 50,8 % girls). The slightly higher number of girls should not make any significant difference in enrolment rates in the regular and modified courses, no more than a few percentage points.

The following graph shows the breakdown of enrolment rates by subject and sex. It should be noted that each subject comprises all students (boys and girls) in the same grade, i.e., Grade 10, 11, or 12.

Graph 1 Enrolment Rates by Subject and Sex

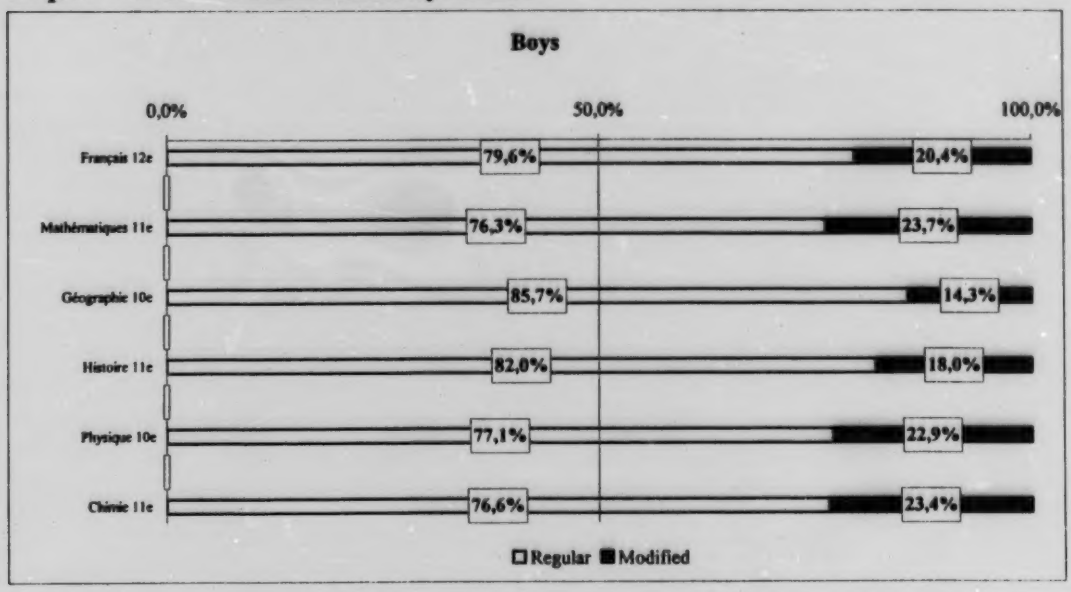


For example, the total Grade 12 student population enrolled in the regular and modified Français 12e courses combined consists of 48.9% boys and 51.1% girls. For most subjects, female enrolment rates are slightly higher, by up to 2,8 percentage points.

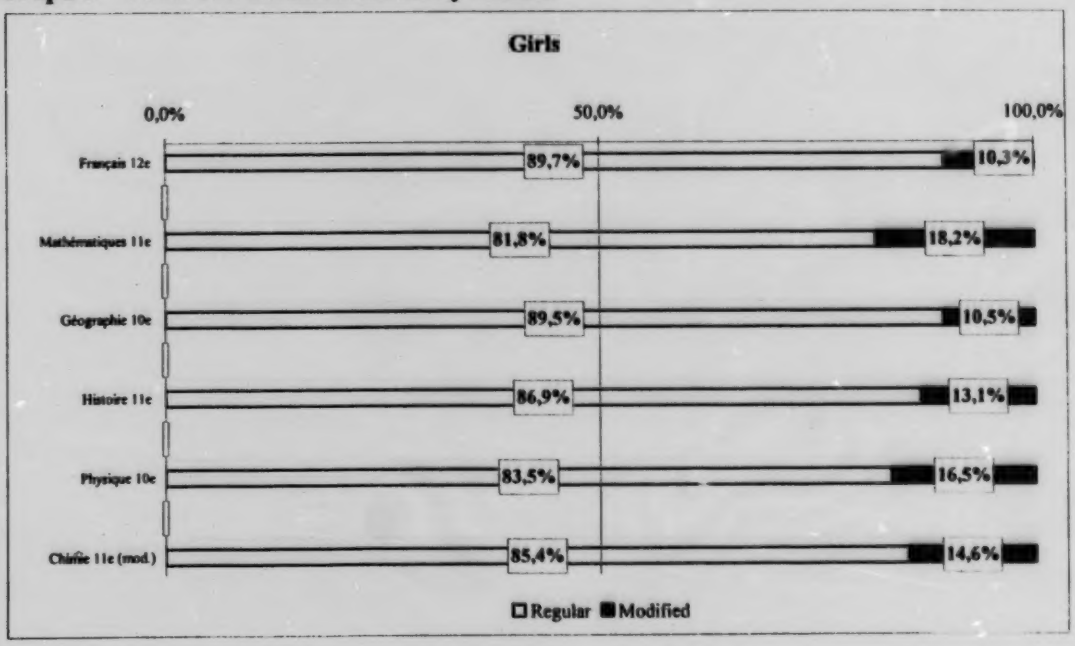
Graphs Showing Enrolment Rates by Sex and Course

To provide an example taken from Graphs 2 and 3, 79,6% of boys are enrolled in regular Français courses and 20,4% in modified courses, whereas 89,7% of girls are enrolled in regular courses and only 10,3% in modified courses.

Graph 2 Male Enrolment Rates by Course



Graph 3 Female Enrolment Rates by Course

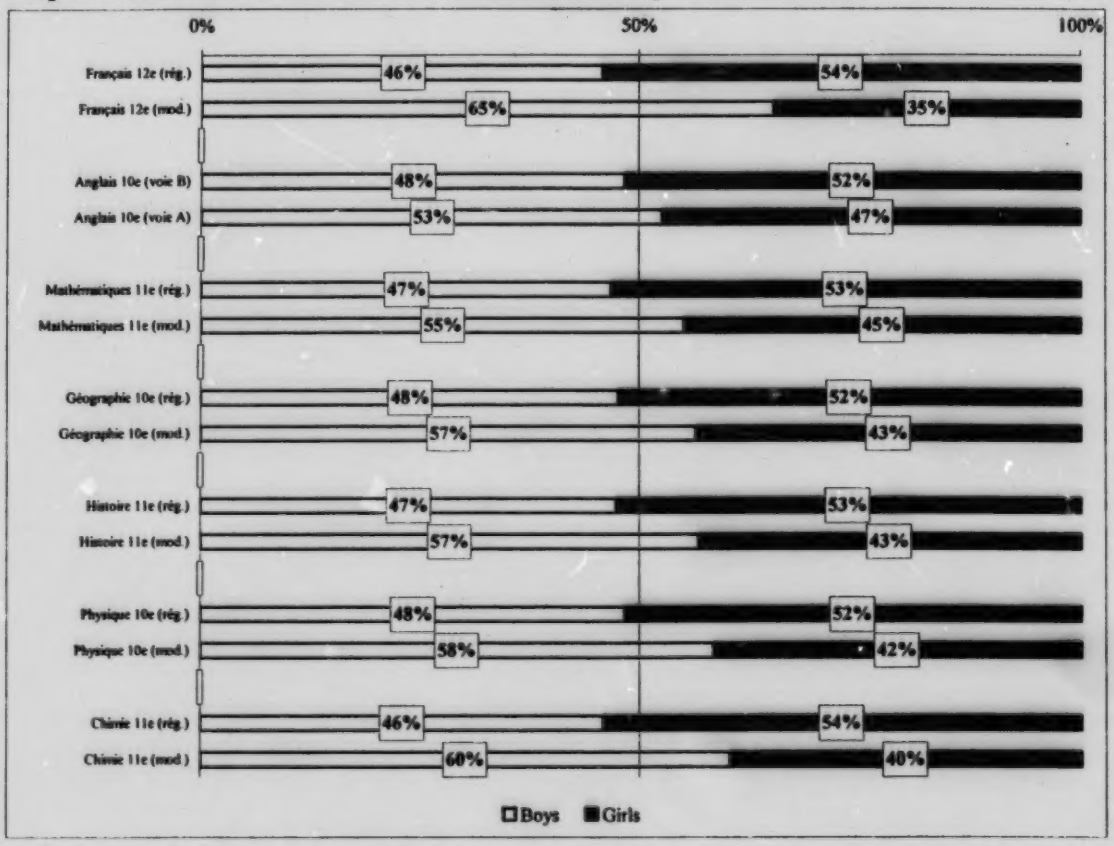


Graph Showing Enrolment Rates by Course and Sex

Graph 4 shows clearly that boys have a stronger tendency to enroll in modified courses. The female enrolment rates are higher in all the regular courses except Anglais voie A. This tendency can be observed, for instance, in the Français, Mathématiques, Histoire, and Chimie courses, and it is particularly obvious in the modified Français course, where boys account for 65% of enrolments and girls 35%, a difference of 30%. Looking at the regular courses, the female enrolment rates are 4 percentage points higher in Anglais voie B, Géographie, and Physique; 6 percentage points higher in Mathématiques and Histoire; and 8 percentage points higher in Français and Chimie. Only in Anglais voie A are the male enrolment rates higher, by a 6-point margin (53% versus 47%).

For example, in the regular Français 12^{e} course, 46% of the students are boys and 54% are girls, whereas in the modified Français 12^{e} course, 65% of the students are boys and only 35% are girls.

Graph 4 Provincial Examination Enrolment Rates by Course and Sex



Do the examination results differ according to sex?

In analyzing these statistics, we should keep in mind that the male enrolment rates are lower in the regular courses. The result should be better performance, owing to a select clientele.

The provincial results (Graphs 5 and 6) show that **in the regular courses**, girls performed better than boys in Français by six points on the average; in Anglais voie A, by one point; in Anglais voie B, by four points; and in Histoire, by two points. In Mathématiques and Chimie, girls and boys performed equally well. Only in Géographie and Physique did boys perform better than girls, by three points and one point respectively. **In the modified courses**, girls did better than boys in Français and Mathématiques, whereas boys did better in Géographie, Histoire, Physique, and Chimie.

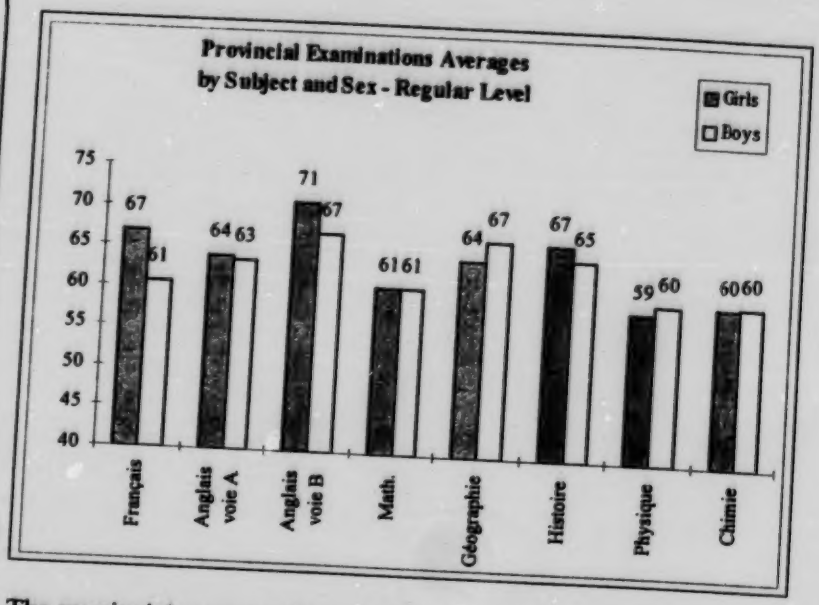
More detailed statistics on the Department examination administered in the regular Français courses were compiled, but do not appear in this report. Those statistics show that girls performed significantly better than boys, with a pass rate of 83,7%, compared with 68,9% for boys. This poor performance by boys is a source of concern because it may have a considerable impact on their performance in other subjects.

Graph 5

Regular level

% of provincial students enrolled in the regular level::

Français 85 %
Anglais voie A 41%
Anglais voie B 59%
Mathématiques 79%
Géographie 88 %
Histoire 84 %
Physique 80 %
Chimie 81 %



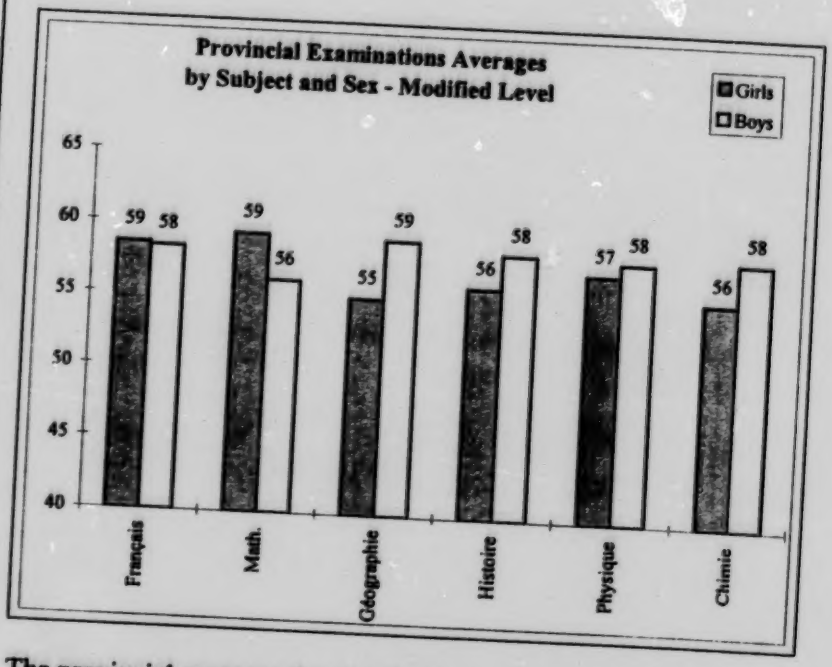
The provincial averages (boys and girls combined) are 64% for Français, 64% for Anglais voie A, 69% for Anglais voie B, 61% for Mathématiques, 66% for Géographie, 66% for Histoire, 59% for Physique, and 60% for Chimie.

Graph 6

Modified level

% of provincial students enrolled in the modified level:

Français 15 %
Mathématiques 21%
Géographie 12 %
Histoire 16 %
Physique 20 %
Chimie 19 %



The provincial averages (boys and girls combined) are 58% for Français, 58% for Mathématiques, 57% for Géographie, 57% for Histoire, 58% for Physique, and 57% for Chimie.

On the whole, do the examination results differ from last year's?

In the regular courses, the examination averages range from 59% to 69%, with a strong concentration around 63%. Overall, the difference in averages between the examinations administered in 2001 and in 2000 varies within a five-point range, as follows: no difference in Français and Chimie, a one-point drop in Physique, a three-point drop in Mathématiques and Anglais voie B, and a five-point drop in Anglais voie A, whereas in Histoire and Géographie, the averages increased by three and five points respectively. **In the modified courses,** the provincial examination average is basically stable, i.e., 57% or 58%. The difference in averages between the examinations administered in 2001 and in 2000 is negligible: no change in Français, Mathématiques, Géographie, and Chimie, a one-point drop in Histoire, and a one-point increase in Physique.

Is there a big difference between school marks and examination marks?

Graphs 7 to 20 show that there is a considerable difference between the provincial examination marks and the school marks. In the regular courses, the difference is particularly significant, with school marks being as much as 16 percentage points higher for a district as a whole, with a strong concentration around 8 percentage points for all subjects. In the modified courses, there is less difference between school marks and provincial examination marks, with the former being around 3 points higher for all courses, but as much as 16 points higher in individual courses.

Français 12e

The French curricula are based on a communicative approach and favor the development of language skills through practice. Consequently, the more writing the students do, the greater their chances of becoming proficient in language. This approach is reflected in the exams in that 70% of the mark for written work (which accounts for 50% of the French exam) is based on language criteria. The evaluation of reading skills (text analysis and comprehension) accounts for 50% of the provincial French exam.

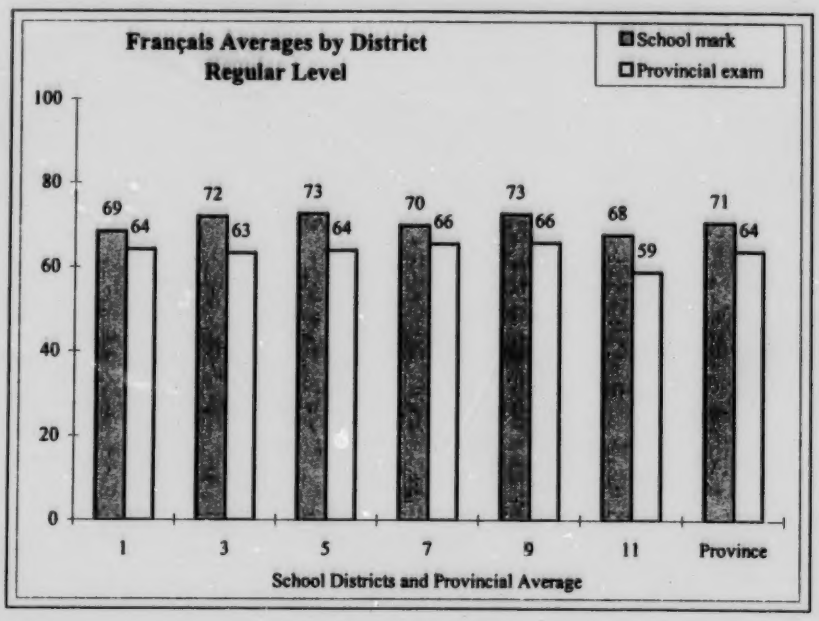
Graph 7

Regular level

Number of students who wrote the exam:

District 01: 78 % (N = 489)
District 03 : 83 % (N = 459)
District 05 : 89 % (N = 281)
District 07 : 92 % (N = 280)
District 09 : 87 % (N = 586)
District 11: 86 % (N = 269)

Province = 85 %
N = 2364 students



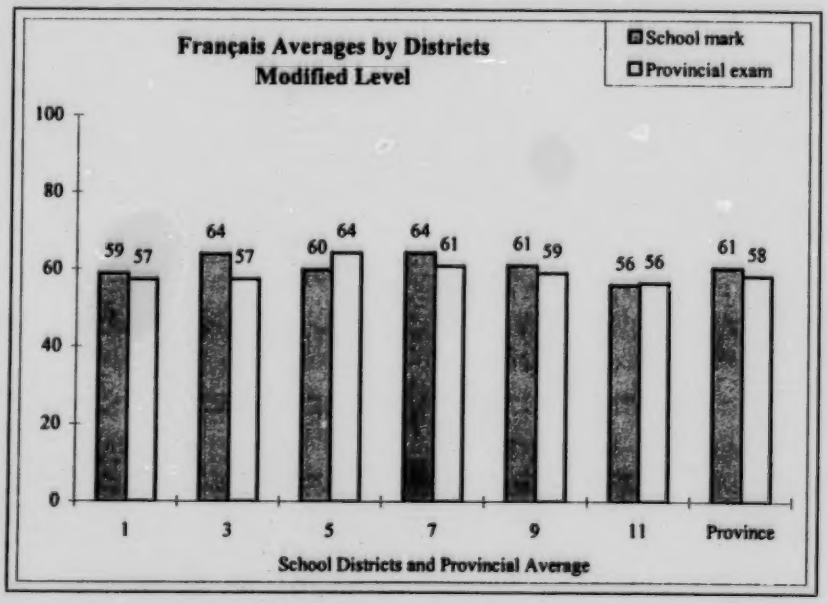
Graph 8

Modified level

Number of students who wrote the exam:

District 01: 22 % (N = 135)
District 03 : 17 % (N = 93)
District 05 : 11 % (N = 33)
District 07 : 8 % (N = 24)
District 09 : 13 % (N = 90)
District 11: 14 % (N = 42)

Province = 15 %
N = 417 students



Anglais 10e

The English as a Second Language curricula are designed to develop the ability to communicate fluently in English. In Voie A, where students are acquiring language skills, the focus is on oral and written communication skills. For Voie B, where students are developing and refining language skills, the focus is on the use of the language in formal situations, on written English correction and on text analysis and comprehension. This philosophy is reflected in the examinations in that oral and written text comprehension tests account for 80% of a Voie A student's provincial exam marks. For Voie B students, tests for written text comprehension and composition account for 82% of the student's mark.

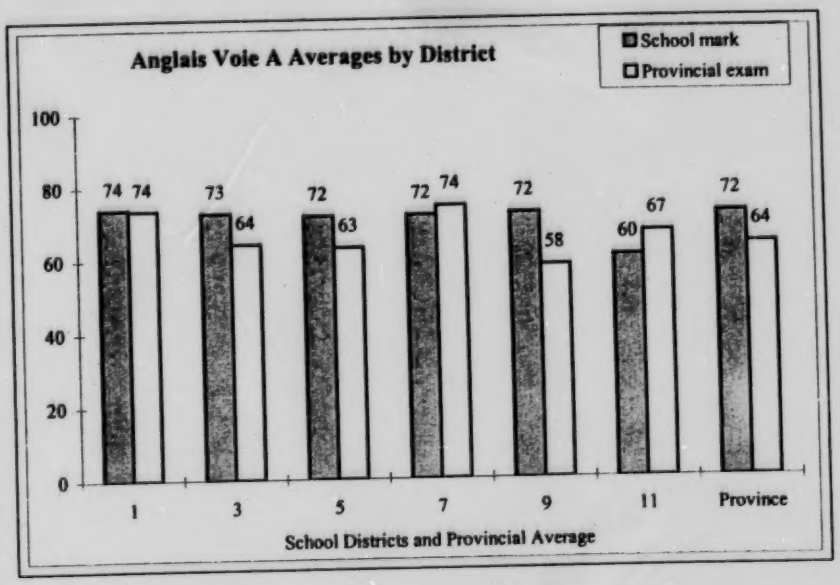
Graph 9

Voie A

Number of students who wrote the exam:

District 01: 4 % (N = 29)
District 03 : 55 % (N = 317)
District 05 : 53 % (N = 165)
District 07 : 62 % (N = 185)
District 09 : 71 % (N = 432)
District 11: 5 % (N = 19)

Province = 40 %
N = 1147 students



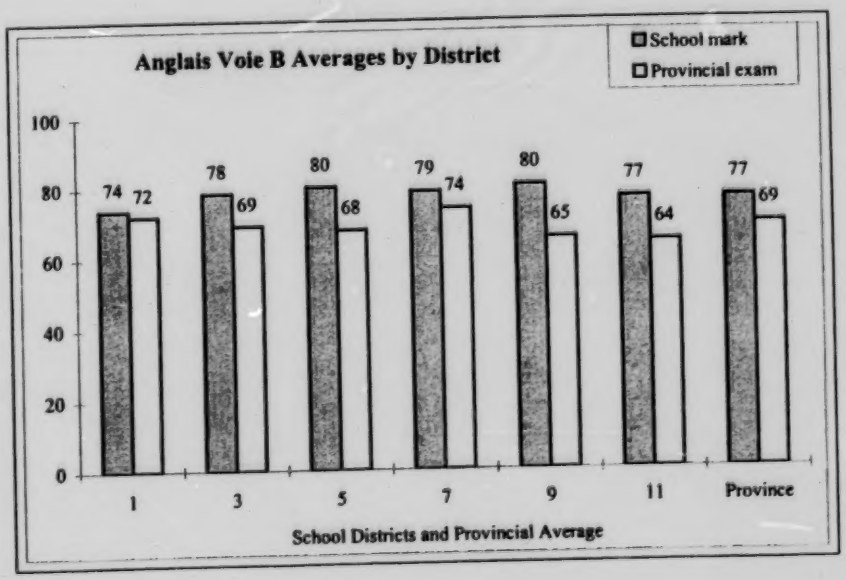
Graph 10

Voie B

Number of students who wrote the exam:

District 01: 96 % (N = 675)
District 03 : 45 % (N = 264)
District 05 : 47 % (N = 148)
District 07 : 38 % (N = 115)
District 09 : 29 % (N = 179)
District 11: 95 % (N = 342)

Province = 60 %
N = 1723 students



Mathématiques 11e

In general, students do better in tests on understanding mathematical concepts and applying procedures than they do on tests on problem solving. The Department has started preparing a renewed curriculum for high school mathematics, which will be supported by new instructional material. Learning math will mainly be a conceptually constructive activity for students in a socio-constructivist context.

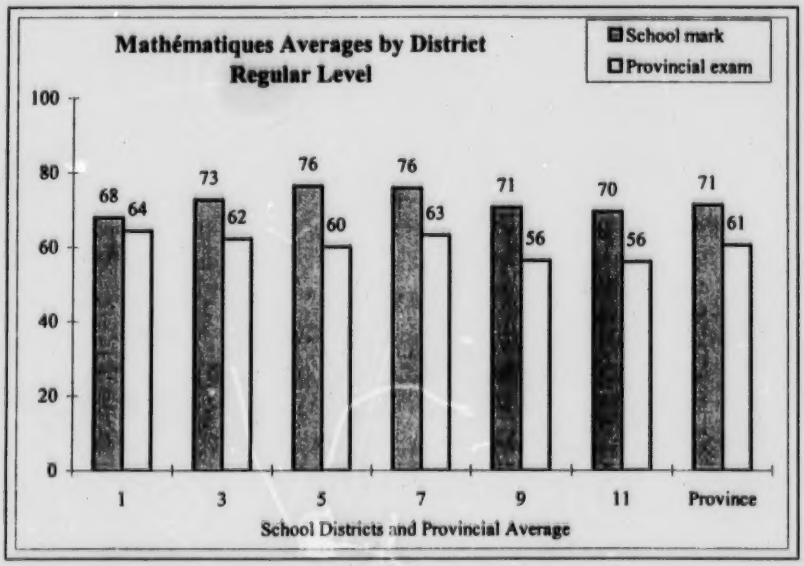
Graph 11

Regular level

Number of students who wrote the exam:

District 01: 83 % (N = 585)
District 03 : 76 % (N = 412)
District 05 : 80 % (N = 246)
District 07 : 81 % (N = 239)
District 09 : 75 % (N = 534)
District 11: 86 % (N = 270)

Province : 80 %
N = 2286 students



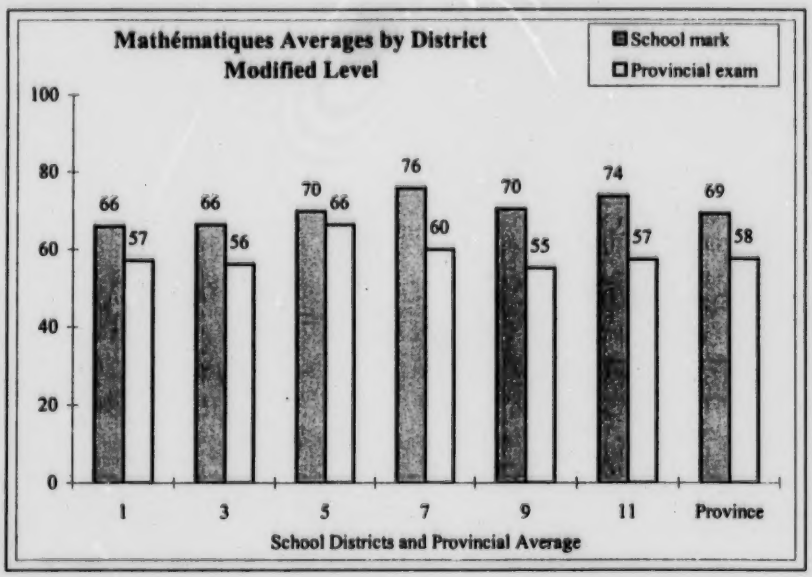
Graph 12

Modified level

Number of students who wrote the exam:

District 01: 17 % (N = 117)
District 03 : 24 % (N = 133)
District 05 : 20 % (N = 63)
District 07 : 19 % (N = 55)
District 09 : 25 % (N = 174)
District 11: 14 % (N = 45)

Province : 20 %
N = 587 students



Géographie 10e

The provincial high school completion examinations in geography focus mainly on higher-level skills such as analysis, synthesis, and application of the geographic technique, in which students have to provide solutions of a geographic nature for concrete problems. Students appear to be having less and less difficulty in applying this technique. In all the exams, students are given situations that call more for analysis or reasoning than simple recall. A "current events" component is included on the Géographie exam. This component generally meets with success.

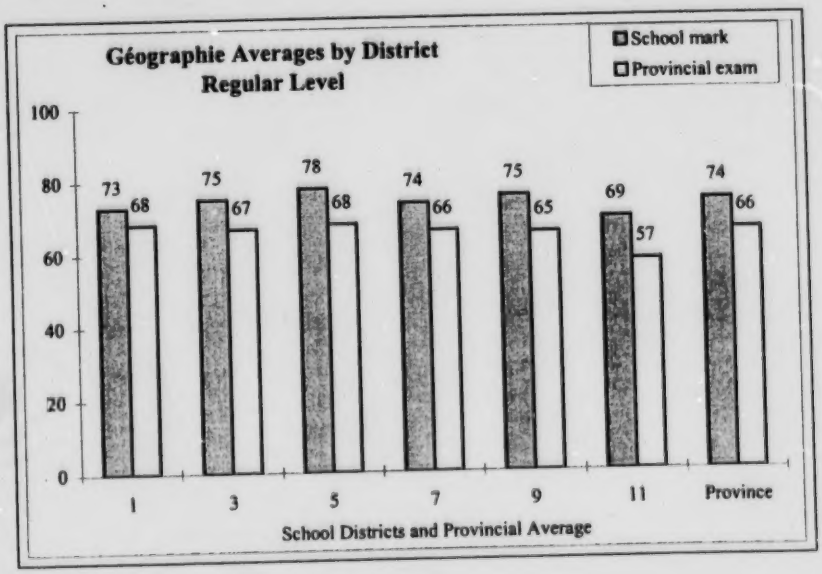
Graph 13

Regular level

Number of students who wrote the exam:

District 01: 91 % (N = 682)
District 03 : 88 % (N = 540)
District 05 : 89 % (N = 281)
District 07 : 87 % (N = 287)
District 09 : 87 % (N = 581)
District 11: 90 % (N = 360)

Province : 89 %
N = 2731 students



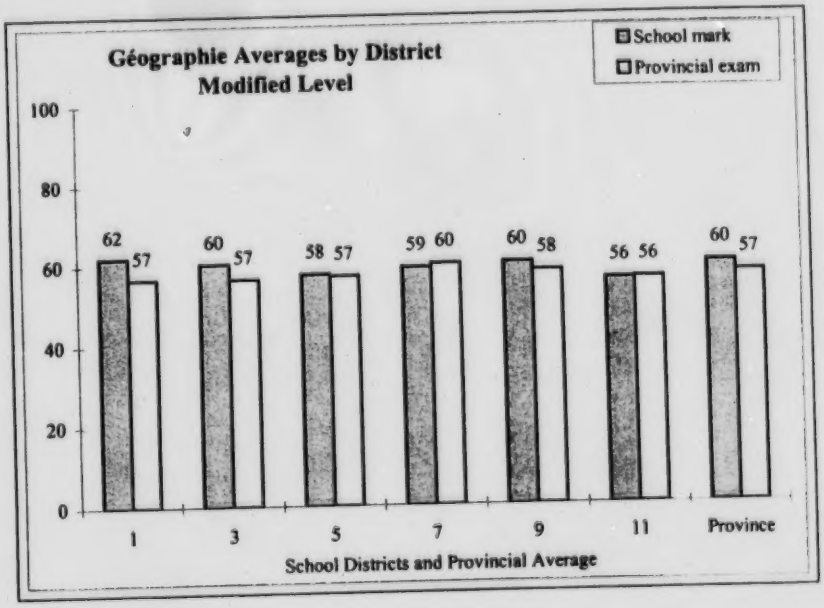
Graph 14

Modified level

Number of students who wrote the exam:

District 01: 9 % (N = 69)
District 03 : 12 % (N = 77)
District 05 : 11 % (N = 33)
District 07 : 13 % (N = 43)
District 09 : 13 % (N = 86)
District 11: 10 % (N = 39)

Province : 11 %
N = 347 students



Histoire 11e

The Canadian history examinations focus on higher-order skills such as analysis and synthesis, as well as application of the historical method, which requires students to apply a so-called scientific approach to a problem relating to history. Overall, the students displayed a good ability to describe the basic elements in history. The situations calling for synthesis are the most demanding. In these situations, students must draw conclusions, place several events (three or more) in chronological order, or paint the picture of a period using social, economic, political, or territorial aspects. A "current events" component is included on the Histoire exam. This component generally meets with success.

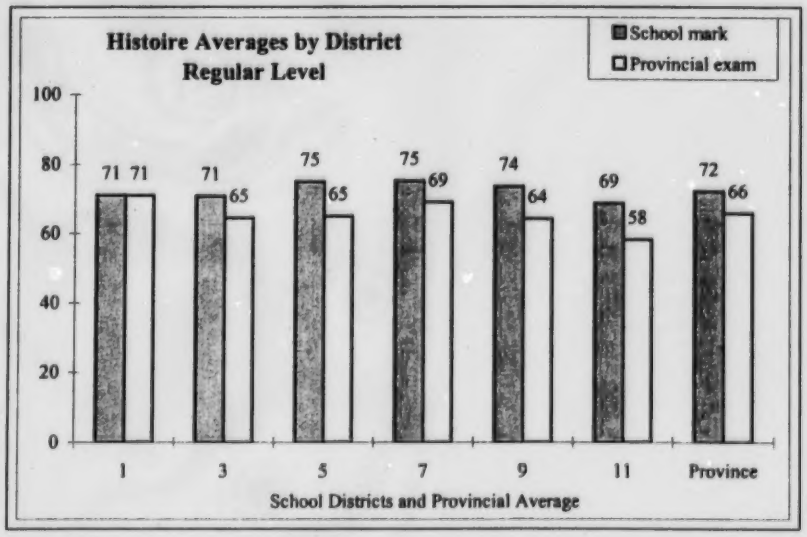
Graph 15

Regular level

Number of students who wrote the exam:

District 01: 86 % (N = 601)
District 03 : 82 % (N = 467)
District 05 : 88 % (N = 272)
District 07 : 84 % (N = 278)
District 09 : 85 % (N = 559)
District 11: 88 % (N = 310)

Province : 85 %
N = 2487 students



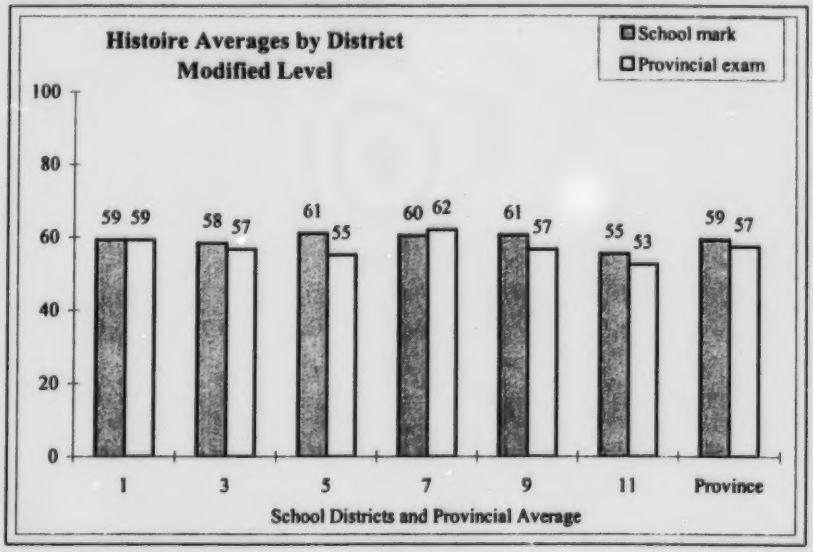
Graph 16

Modified level

Number of students who wrote the exam:

District 01: 14 % (N = 96)
District 03 : 18 % (N = 106)
District 05 : 12 % (N = 38)
District 07 : 16 % (N = 54)
District 09 : 15 % (N = 96)
District 11: 12 % (N = 43)

Province : 15 %
N = 433 students



Physique 10e

The high school completion exams in physics group together elements of the curriculum and the scientific method on the basis of skills in describing, analyzing, and evaluating various problem situations. In all of the exams, these situations make use of a variety of contexts so that the student's skills and thought process can be tested.

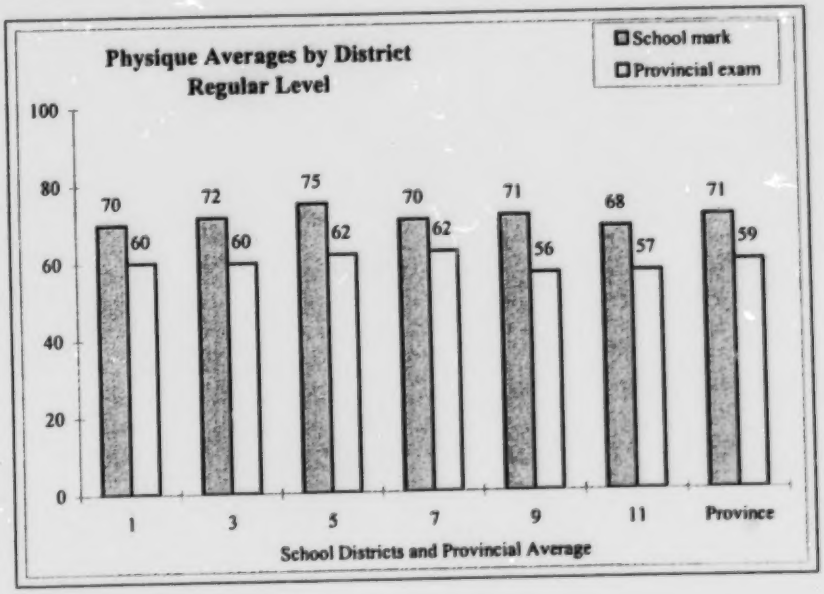
Graph 17

Regular level

Number of students who wrote the exam:

District 01: 89 % (N = 646)
District 03 : 77 % (N = 488)
District 05 : 78 % (N = 257)
District 07 : 84 % (N = 283)
District 09 : 76 % (N = 528)
District 11: 87 % (N = 321)

Province : 81 %
N = 2523 students



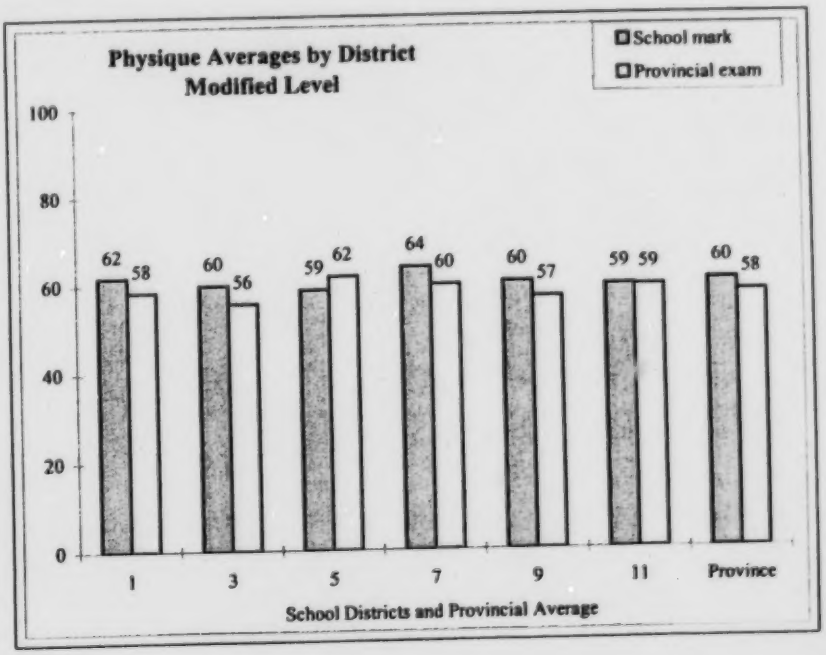
Graph 18

Modified level

Number of students who wrote the exam:

District 01: 11 % (N = 83)
District 03 : 23 % (N = 149)
District 05 : 22 % (N = 72)
District 07 : 16 % (N = 55)
District 09 : 24 % (N = 168)
District 11: 13 % (N = 49)

Province : 19 %
N = 576 students



Chimie 11e

Ever since science exams were first officially administered (January 1991), the statistics have shown progress in the results for problems related to the scientific method. The latter procedure encompasses all the scientific processes used to analyse and solve a problem situation. It does not constitute an element of the content but rather is integrated into the curriculum objectives. Moreover, there has been steady progress in the style of questions asked on the exams; the result is a corresponding improvement in the validity of the evaluation.

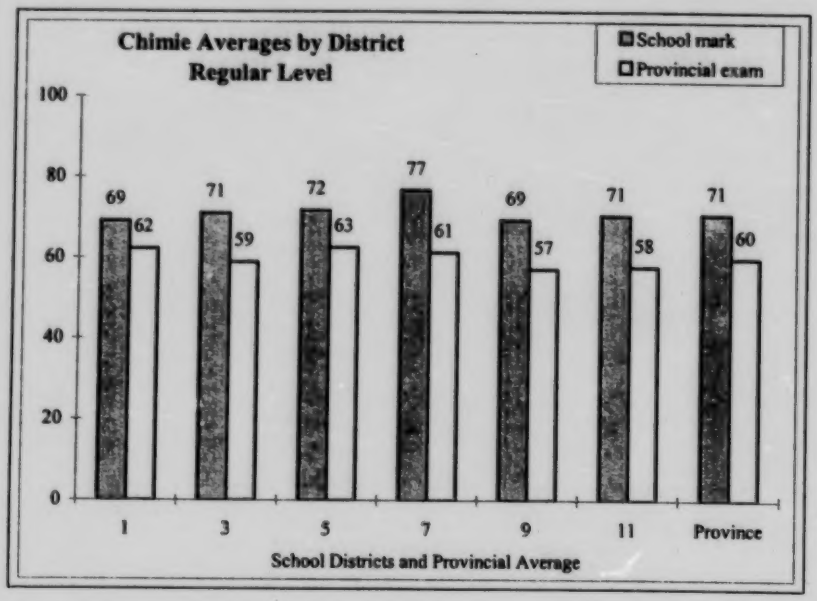
Graph 19

Regular level

Number of students who wrote the exam:

District 01: 86 % (N = 602)
District 03 : 74 % (N = 416)
District 05 : 84 % (N = 247)
District 07 : 84 % (N = 258)
District 09 : 82 % (N = 557)
District 11 : 85 % (N = 283)

Province : 82 %
N = 2363 students



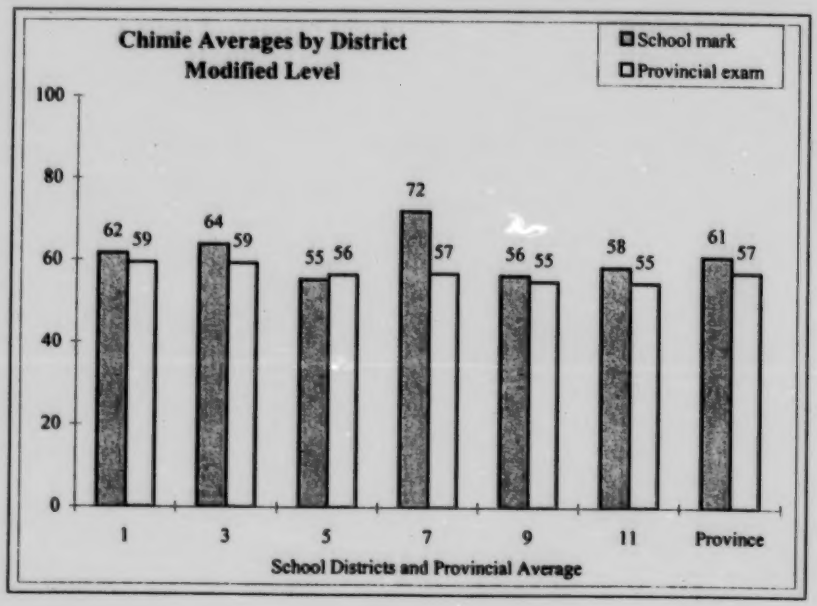
Graph 20

Modified level

Number of students who wrote the exam:

District 01: 14 % (N = 102)
District 03 : 26 % (N = 143)
District 05 : 16 % (N = 47)
District 07 : 16 % (N = 49)
District 09 : 18 % (N = 125)
District 11: 15 % (N = 50)

Province : 18 %
N = 516 students



2.3 TABLES BY SUBJECT, LEVEL AND SCHOOL AT THE SECONDARY LEVEL

School	FRANÇAIS 12e (Regular Level) 2000-2001							FRANÇAIS 12e (Regular Level) 1999-2000						
	No. of students	%of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	%of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
L.-J.-Robichaud	147	77	67	61	76	65	88	147	81	64	60	67	63	80
Mathieu-Martin	281	77	68	65	80	67	89	277	75	67	67	83	67	88
Sainte-Anne	51	91	74	68	86	71	96	41	89	75	67	88	72	95
S.-de-Champlain	10	83	67	67	90	67	100	18	75	70	75	100	72	100
District 01	**489**	**78**	**69**	**64**	**79**	**67**	**90**	**483**	**78**	**67**	**65**	**79**	**66**	**86**
Grande-Rivière	20	80	71	61	70	67	90	33	77	72	61	67	68	88
Thomas-Albert	99	81	66	57	52	62	79	128	85	68	56	52	63	77
Cité-des-Jeunes	340	84	74	65	80	70	94	294	83	72	67	80	70	93
District 03	**459**	**83**	**72**	**63**	**73**	**68**	**91**	**455**	**83**	**71**	**63**	**71**	**68**	**88**
Marie-Gaétane	21	78	69	61	86	66	91	28	80	71	67	82	69	96
A.-J.-Savoie	51	91	77	69	92	74	100	43	91	75	63	67	70	93
Aux-Quatre-Vents	105	93	70	63	78	67	91	88	82	69	61	65	65	91
Roland-Pépin	104	88	74	63	71	70	96	96	94	72	65	79	69	92
District 05	**281**	**89**	**73**	**64**	**79**	**69**	**94**	**255**	**88**	**71**	**63**	**73**	**68**	**92**
Népisiguit	280	92	70	66	83	68	93	283	85	71	66	79	69	88
District 07	**280**	**92**	**70**	**66**	**83**	**68**	**93**	**283**	**85**	**71**	**66**	**79**	**69**	**88**
Louis-Mailloux	151	89	76	66	80	72	94	185	86	74	64	72	70	94
Marie-Esther	144	86	69	68	85	69	94	158	88	74	70	82	72	96
W.-A.-Losier	243	89	72	64	75	69	93	218	87	73	64	76	70	93
La Fontaine	48	75	77	67	94	73	100	43	66	70	60	70	66	88
District 09	**586**	**87**	**73**	**66**	**80**	**70**	**94**	**604**	**85**	**74**	**65**	**76**	**70**	**94**
Clément-Cormier	138	95	69	58	58	64	78	151	86	69	60	62	66	90
Baie-Ste-Anne	12	86	76	58	50	69	92	15	83	69	61	73	66	80
Assomption	29	69	63	58	66	61	79	26	76	59	59	62	59	62
Mgr-F.-Richard	83	81	66	62	74	64	88	83	73	64	60	68	63	74
C.-Beausoleil	7	100	80	58	57	71	100	18	86	75	58	61	68	83
District 11	**269**	**86**	**68**	**59**	**63**	**64**	**83**	**293**	**81**	**67**	**60**	**64**	**64**	**82**
Province	**2364**	**85**	**71**	**64**	**77**	**68**	**91**	**2373**	**83**	**70**	**64**	**74**	**68**	**89**

* Passing grade: 55%

School	FRANÇAIS 12e (Modified Level) 2000-2001 No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	FRANÇAIS 12e (Modified Level) 1999-2000 No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
L.-J.-Robichaud	43	23	54	57	61	55	61	34	19	55	53	38	55	44
Mathieu-Martin	85	23	62	58	67	60	85	92	25	62	59	70	61	86
Sainte-Anne	5	9	58	52	40	55	80	5	11	61	58	60	60	80
S.-de-Champlain	2	17	53	55	50	55	50	6	25	56	61	50	58	83
District 01	**135**	**22**	**59**	**57**	**64**	**58**	**76**	**137**	**22**	**60**	**58**	**61**	**59**	**75**
Grande-Rivière	5	20	64	58	60	61	60	10	23	67	59	60	64	90
Thomas-Albert	23	19	60	55	52	58	74	22	15	58	54	41	57	59
Cité-des-Jeunes	65	16	65	58	71	63	89	61	17	63	58	67	61	89
District 03	**93**	**17**	**64**	**57**	**66**	**61**	**84**	**93**	**17**	**62**	**57**	**60**	**60**	**82**
Marie-Gaétane	6	22	59	70	100	64	100	7	20	60	63	86	61	86
A.-J.-Savoie	5	9	55	65	100	59	100	4	9	54	58	75	56	50
Aux-Quatre-Vents	8	7	66	64	88	65	100	19	18	67	59	68	63	90
Roland-Pépin	14	12	58	62	79	60	86	6	6	60	59	83	59	83
District 05	**33**	**11**	**60**	**64**	**88**	**62**	**94**	**36**	**12**	**63**	**60**	**75**	**61**	**83**
Népisiguit	24	8	64	61	75	63	92	48	15	63	59	67	61	90
District 07	**24**	**8**	**64**	**61**	**75**	**63**	**92**	**48**	**15**	**63**	**59**	**67**	**61**	**90**
Louis-Mailloux	19	11	64	56	42	61	79	29	14	63	61	83	62	83
Marie-Esther	24	14	58	63	83	60	88	21	12	62	63	95	62	100
W.-A.-Losier	31	11	61	55	55	58	74	33	13	64	56	55	61	94
La Fontaine	16	25	62	65	100	63	94	22	34	60	61	82	61	82
District 09	**90**	**13**	**61**	**59**	**68**	**60**	**82**	**105**	**15**	**62**	**60**	**76**	**61**	**90**
Clément-Cormier	7	5	50	44	29	49	33	25	14	61	48	20	56	64
Baie-Ste-Anne	2	14	55	47	0	52	0	3	17	61	54	33	58	67
Assomption	13	31	55	62	69	59	75	8	24	57	63	75	61	67
Mgr-F.-Richard	20	19	58	58	70	58	85	31	27	56	58	71	57	81
C.-Beausoleil	0	0						3	14	64	47	0	57	67
District 11	**42**	**14**	**56**	**56**	**60**	**57**	**70**	**70**	**19**	**58**	**54**	**49**	**57**	**72**
Province	**417**	**15**	**61**	**58**	**67**	**60**	**81**	**489**	**17**	**61**	**58**	**64**	**60**	**81**

* Passing grade: 55%

School	ANGLAIS 10e voie A 2000-2001							ANGLAIS 10e voie A 1999-2000						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
L.-J.-Robichaud	0	0						0	0					
Mathieu-Martin	25	6	75	74	92	74	100	27	7	70	77	100	73	100
Sainte-Anne	4	5	70	72	100	71	100	8	10	66	83	100	73	100
S.-de-Champlain	0	0						1	5	60	60	100	60	100
District 01	**29**	**4**	**74**	**73**	**93**	**74**	**100**	**36**	**5**	**69**	**78**	**100**	**73**	**100**
Grande-Rivière	7	18	55	56	43	55	43	0	0					
Thomas-Albert	27	18	55	60	74	57	67	23	17	55	70	91	61	74
Cité-des-Jeunes	283	71	75	65	76	71	94	231	64	74	71	86	72	94
District 03	**317**	**55**	**73**	**64**	**75**	**69**	**90**	**254**	**46**	**72**	**71**	**87**	**71**	**92**
Marie-Gaétane	28	100	69	59	57	65	79	35	100	72	69	74	71	77
A.-J.-Savoie	60	100	76	62	65	70	85	54	100	76	68	85	73	96
Aux-Quatre-Vents	32	30	68	70	81	69	94	36	33	65	75	94	69	97
Roland-Pépin	45	38	71	61	60	67	93	46	45	72	69	87	71	94
District 05	**165**	**53**	**72**	**63**	**66**	**68**	**88**	**171**	**57**	**72**	**70**	**86**	**71**	**92**
Népisiguit	185	62	72	74	90	73	92	223	71	68	79	92	72	89
District 07	**185**	**62**	**72**	**74**	**90**	**73**	**92**	**223**	**71**	**68**	**79**	**92**	**72**	**89**
Louis-Mailloux	136	75	68	61	63	65	77	139	75	69	64	73	67	85
Marie-Esther	124	75	76	53	44	67	87	135	72	71	59	61	66	83
W.-A.-Losier	146	68	74	57	54	67	90	199	72	72	62	64	68	87
La Fontaine	26	52	67	71	89	69	85	17	44	68	76	100	71	100
District 09	**432**	**71**	**72**	**58**	**56**	**67**	**85**	**490**	**71**	**70**	**62**	**67**	**67**	**86**
Clément-Cormier	5	3	64	69	100	66	100	2	1	68	69	100	69	100
Baie-Ste-Anne	0	0						0	0					
Assomption	6	15	59	73	100	65	100	15	27	64	79	100	70	100
Mgr-F.-Richard	6	5	61	58	50	60	83	5	5	58	69	100	62	100
C.-Beausoleil	2	15	56	68	100	61	100	0	0					
District 11	**19**	**5**	**60**	**67**	**84**	**63**	**95**	**22**	**6**	**63**	**76**	**100**	**68**	**100**
Province	**1147**	**40**	**72**	**64**	**69**	**69**	**89**	**1196**	**41**	**70**	**69**	**80**	**70**	**89**

* Passing grade: 55%

School	ANGLAIS 10e voie B 2000-2001							ANGLAIS 10e voie B 1999-2000						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
L.-J.-Robichaud	190	100	71	68	84	70	91	198	100	75	67	85	72	94
Mathieu-Martin	397	94	74	73	89	74	94	381	93	74	75	97	75	97
Sainte-Anne	75	95	77	76	95	76	100	74	90	79	80	99	80	100
S.-de-Champlain	13	100	85	89	100	87	100	21	95	79	84	100	81	100
District 01	**675**	**96**	**74**	**72**	**88**	**73**	**94**	**674**	**95**	**75**	**74**	**94**	**75**	**97**
Grande-Rivière	31	82	81	61	65	73	90	33	100	77	67	79	73	88
Thomas-Albert	119	82	75	66	79	71	90	114	83	74	71	90	73	97
Cité-des-Jeunes	114	29	81	75	93	79	99	129	36	83	77	95	81	100
District 03	**264**	**45**	**78**	**69**	**83**	**75**	**94**	**276**	**52**	**79**	**73**	**91**	**77**	**97**
Marie-Gaétane	0	0						0	0					
A.-J.-Savoie	0	0						0	0					
Aux-Quatre-Vents	75	70	80	69	87	76	97	72	67	79	71	92	76	99
Roland-Pépin	73	62	80	66	82	75	95	56	55	77	77	96	77	96
District 05	**148**	**47**	**80**	**68**	**85**	**75**	**96**	**128**	**43**	**79**	**74**	**94**	**77**	**98**
Népisiguit	115	38	79	74	96	77	98	90	29	82	81	98	82	99
District 07	**115**	**38**	**79**	**74**	**96**	**77**	**98**	**90**	**29**	**82**	**81**	**98**	**82**	**99**
Louis-Mailloux	45	25	80	72	89	77	98	46	25	81	75	96	79	100
Marie-Esther	42	25	86	62	67	76	98	53	28	81	66	81	74	100
W.-A.-Losier	68	32	80	63	77	73	94	77	28	85	66	86	77	97
La Fontaine	24	48	73	65	75	70	92	22	56	80	73	96	77	100
District 09	**179**	**29**	**80**	**65**	**77**	**74**	**96**	**198**	**29**	**82**	**69**	**88**	**77**	**99**
Clément-Cormier	161	97	77	65	75	73	92	146	99	76	63	75	71	94
Baie-Ste-Anne	11	100	77	73	91	75	100	22	100	68	67	86	67	91
Assomption	34	85	78	71	82	76	100	40	73	78	72	95	76	100
Mgr-F.-Richard	125	95	75	59	55	69	81	103	95	74	62	62	69	82
C.-Beausoleil	11	85	80	72	82	76	100	16	100	78	73	100	76	100
District 11	**342**	**95**	**77**	**64**	**69**	**72**	**89**	**327**	**94**	**75**	**65**	**75**	**71**	**91**
Province	**1723**	**60**	**77**	**69**	**83**	**74**	**94**	**1693**	**59**	**77**	**72**	**89**	**75**	**96**

* Passing grade: 55%

MATHÉMATIQUES 11e (Regular Level) 2000-2001

School	No. of students	%of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
L.-J.-Robichaud	168	82	65	63	67	64	77
Mathieu-Martin	339	83	68	65	74	66	78
Sainte-Anne	61	90	75	64	71	70	84
S.-de-Champlain	17	81	80	65	71	74	94
District 01	**585**	**83**	**68**	**64**	**72**	**66**	**79**
Grande-Rivière	19	59	79	57	58	70	84
Thomas-Albert	99	73	68	57	47	64	80
Cité-des-Jeunes	294	78	74	64	66	70	84
District 03	**412**	**76**	**73**	**62**	**61**	**68**	**83**
Marie-Gaétane	28	100	80	57	50	71	96
A.-J.-Savoie	35	66	80	63	69	73	100
Aux-Quatre-Vents	96	83	73	55	53	66	73
Roland-Pépin	87	78	77	65	71	72	90
District 05	**246**	**80**	**76**	**60**	**61**	**70**	**85**
Népisiguit	239	81	76	63	69	71	87
District 07	**239**	**81**	**76**	**63**	**69**	**71**	**87**
Louis-Mailloux	156	79	69	53	42	63	74
Marie-Esther	159	74	72	54	49	64	79
W.-A.-Losier	185	75	71	62	68	67	81
La Fontaine	34	74	70	53	44	63	71
District 09	**534**	**75**	**71**	**56**	**53**	**65**	**78**
Clément-Cormier	142	93	68	51	36	61	63
Baie-Ste-Anne	9	90	70	53	44	63	56
Assomption	37	73	72	67	78	70	81
Mgr-F.-Richard	73	79	72	61	60	68	77
C.-Beausoleil	9	100	69	51	44	62	56
District 11	**270**	**86**	**70**	**56**	**49**	**64**	**69**
Province	**2286**	**80**	**71**	**60**	**61**	**67**	**80**

MATHÉMATIQUES 11e (Regular Level) 1999-2000

School	No. of students	%of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
L.-J.-Robichaud	163	85	66	66	80	66	80
Mathieu-Martin	299	87	70	67	79	69	83
Sainte-Anne	54	89	78	72	87	76	89
S.-de-Champlain	13	81	77	70	77	74	100
District 01	**529**	**87**	**70**	**68**	**80**	**69**	**83**
Grande-Rivière	20	63	80	65	70	74	100
Thomas-Albert	92	81	77	61	62	70	90
Cité-des-Jeunes	332	76	73	69	77	71	87
District 03	**444**	**76**	**74**	**67**	**74**	**71**	**86**
Marie-Gaétane	32	100	74	57	59	67	88
A.-J.-Savoie	36	73	83	73	100	79	100
Aux-Quatre-Vents	111	100	73	58	54	67	80
Roland-Pépin	89	69	78	71	87	75	93
District 05	**268**	**83**	**76**	**64**	**72**	**71**	**88**
Népisiguit	287	80	76	59	60	69	89
District 07	**287**	**80**	**76**	**59**	**60**	**69**	**89**
Louis-Mailloux	168	78	68	58	56	64	74
Marie-Esther	137	80	76	60	62	70	84
W.-A.-Losier	237	80	73	64	75	69	88
La Fontaine	46	72	77	63	67	71	89
District 09	**598**	**79**	**73**	**61**	**66**	**68**	**83**
Clément-Cormier	159	95	70	55	48	64	72
Baie-Ste-Anne	17	85	70	58	65	65	82
Assomption	27	79	68	73	93	70	96
Mgr-F.-Richard	90	76	72	69	86	71	89
C.-Beausoleil	9	75	75	58	56	68	67
District 11	**302**	**86**	**71**	**61**	**65**	**67**	**80**
Province	**2418**	**81**	**73**	**64**	**70**	**69**	**86**

* Passing grade: 55%

MATHÉMATIQUES 11e (Modified Level) 2000-2001

School	No. of students	%of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
L.-J.-Robichaud	36	18	63	55	47	60	67
Mathieu-Martin	70	17	67	58	63	64	80
Sainte-Anne	7	10	65	53	43	61	100
S.-de-Champlain	4	19	64	62	75	64	100
District 01	**117**	**17**	**66**	**57**	**57**	**62**	**78**
Grande-Rivière	13	41	73	66	100	70	100
Thomas-Albert	36	27	68	54	50	63	86
Cité-des-Jeunes	84	22	65	55	54	61	75
District 03	**133**	**24**	**66**	**56**	**57**	**62**	**81**
Marie-Gaétane	0	0					
A.-J.-Savoie	18	34	69	74	100	71	100
Aux-Quatre-Vents	20	17	65	58	60	62	85
Roland-Pépin	25	22	74	67	76	71	92
District 05	**63**	**20**	**70**	**66**	**78**	**68**	**92**
Népisiguit	55	19	76	60	71	69	95
District 07	**55**	**19**	**76**	**60**	**71**	**69**	**95**
Louis-Mailloux	42	21	73	49	38	63	74
Marie-Esther	57	26	71	55	56	64	84
W.-A.-Losier	63	25	68	58	62	64	83
La Fontaine	12	26	74	62	75	69	100
District 09	**174**	**25**	**70**	**55**	**55**	**64**	**82**
Clément-Cormier	11	7	72	54	46	65	91
Baie-Ste-Anne	1	10	57	31	0	47	0
Assomption	14	27	77	59	71	70	93
Mgr-F.-Richard	19	21	73	59	63	69	94
C.-Beausoleil	0	0					
District 11	**45**	**14**	**74**	**57**	**60**	**68**	**91**
Province	**587**	**20**	**69**	**58**	**60**	**65**	**84**

MATHÉMATIQUES 11e (Modified Level) 1999-2000

School	No. of students	%of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
L.-J.-Robichaud	28	15	68	61	75	65	85
Mathieu-Martin	43	13	68	59	63	64	79
Sainte-Anne	7	11	61	55	57	59	86
S.-de-Champlain	3	19	47	58	67	51	33
District 01	**81**	**13**	**66**	**59**	**67**	**64**	**80**
Grande-Rivière	12	38	71	49	42	62	75
Thomas-Albert	22	19	60	56	55	59	68
Cité-des-Jeunes	104	24	68	56	58	63	86
District 03	**138**	**24**	**67**	**56**	**56**	**62**	**82**
Marie-Gaétane	0	0					
A.-J.-Savoie	13	27	71	78	100	74	100
Aux-Quatre-Vents	0	0					
Roland-Pépin	40	31	75	68	85	72	98
District 05	**53**	**17**	**74**	**71**	**89**	**73**	**98**
Népisiguit	71	20	71	66	80	69	85
District 07	**71**	**20**	**71**	**66**	**80**	**69**	**85**
Louis-Mailloux	48	22	71	50	35	63	75
Marie-Esther	35	20	66	55	49	62	89
W.-A.-Losier	59	20	73	54	44	65	88
La Fontaine	18	28	70	61	72	66	100
District 09	**160**	**21**	**70**	**54**	**46**	**64**	**86**
Clément-Cormier	9	5	72	55	56	65	78
Baie-Ste-Anne	3	15	63	48	67	57	67
Assomption	7	21	69	57	43	64	100
Mgr-F.-Richard	28	24	67	54	46	62	82
C.-Beausoleil	3	25	74	63	100	69	100
District 11	**50**	**14**	**68**	**55**	**52**	**63**	**84**
Province	**553**	**19**	**69**	**58**	**60**	**65**	**86**

* Passing grade: 55%

School	GÉOGRAPHIE 10e (Regular Level) 2000-2001							GÉOGRAPHIE 10e (Regular Level) 1999-2000						
	No. of students	%of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	%of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
L.-J.-Robichaud	185	88	70	68	82	69	91	191	87	67	60	64	64	77
Mathieu-Martin	402	91	73	68	80	71	85	397	93	74	64	70	70	85
Sainte-Anne	80	100	78	68	85	74	94	48	94	77	68	81	74	88
S.-de-Champlain	15	88	82	71	87	78	93	20	87	82	66	80	76	95
District 01	**682**	**91**	**73**	**68**	**81**	**71**	**88**	**656**	**91**	**73**	**63**	**69**	**69**	**83**
Grande-Rivière	36	88	71	63	61	68	83	36	97	69	54	39	63	69
Thomas-Albert	142	82	68	62	70	66	78	129	84	70	57	56	65	78
Cité-des-Jeunes	362	90	78	69	83	74	92	355	91	78	64	69	72	90
District 03	**540**	**88**	**75**	**67**	**78**	**72**	**88**	**520**	**89**	**75**	**61**	**63**	**70**	**86**
Marie-Gaétane	24	96	67	68	79	67	79	35	95	62	67	83	64	80
A.-J.-Savoie	62	100	81	74	94	78	100	57	100	81	68	77	76	97
Aux-Quatre-Vents	94	84	79	66	78	74	98	90	86	77	60	59	70	93
Roland-Pépin	101	88	78	66	72	73	94	95	88	79	63	64	73	92
District 05	**281**	**89**	**78**	**68**	**79**	**74**	**95**	**277**	**90**	**77**	**63**	**68**	**71**	**92**
Népisiguit	287	87	74	66	75	70	87	273	84	77	63	70	71	86
District 07	**287**	**87**	**74**	**66**	**75**	**70**	**87**	**273**	**84**	**77**	**63**	**70**	**71**	**86**
Louis-Mailloux	176	93	77	65	73	72	89	166	93	78	62	66	72	92
Marie-Esther	133	84	79	66	80	73	96	155	87	78	61	62	71	88
W.-A.-Losier	220	84	74	67	79	71	90	244	87	71	61	66	67	82
La Fontaine	52	91	68	59	58	65	77	54	83	69	60	69	65	83
District 09	**581**	**87**	**75**	**65**	**76**	**71**	**90**	**619**	**88**	**75**	**61**	**65**	**69**	**86**
Clément-Cormier	175	96	71	58	58	66	80	174	95	70	48	31	61	67
Baie-Ste-Anne	16	89	62	61	63	62	63	12	80	65	48	33	58	42
Assomption	39	83	73	67	80	70	92	47	75	73	60	64	68	83
Mgr-F.-Richard	122	87	65	53	50	60	62	101	82	69	50	39	61	65
C.-Beausoleil	8	80	77	60	63	70	88	15	100	77	54	53	68	93
District 11	**360**	**90**	**69**	**57**	**58**	**65**	**75**	**349**	**87**	**70**	**51**	**38**	**62**	**69**
Province	**2731**	**89**	**74**	**66**	**76**	**71**	**87**	**2694**	**89**	**74**	**61**	**63**	**69**	**84**

* Passing grade: 55%

GÉOGRAPHIE 10e (Modified Level) 2000-2001

School	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
L.-J.-Robichaud	26	12	59	61	69	60	81
Mathieu-Martin	41	9	64	54	46	60	68
Sainte-Anne	0	0					
S.-de-Champlain	2	12	62	54	50	59	100
District 01	**69**	**9**	**62**	**56**	**55**	**60**	**74**
Grande-Rivière	5	12	57	56	60	57	40
Thomas-Albert	31	18	56	55	52	56	61
Cité-des-Jeunes	41	10	64	58	56	61	85
District 03	**77**	**12**	**60**	**56**	**55**	**59**	**73**
Marie-Gaétane	1	4	32	49	0	39	0
A.-J.-Savoie	0	0					
Aux-Quatre-Vents	18	16	61	56	56	59	83
Roland-Pépin	14	12	56	59	64	57	71
District 05	**33**	**11**	**58**	**57**	**58**	**57**	**76**
Népisiguit	43	13	59	60	72	59	77
District 07	**43**	**13**	**59**	**60**	**72**	**59**	**77**
Louis-Mailloux	13	7	66	62	77	65	85
Marie-Esther	26	16	60	57	58	59	77
W.-A.-Losier	42	16	58	57	60	57	62
La Fontaine	5	9	68	60	60	65	100
District 09	**86**	**13**	**60**	**58**	**62**	**59**	**72**
Clément-Cormier	8	4	60	53	38	57	63
Baie-Ste-Anne	2	11	59	62	100	60	100
Assomption	8	17	59	58	63	59	50
Mgr-F.-Richard	19	13	53	56	68	54	47
C.-Beausoleil	2	20	52	52	50	52	50
District 11	**39**	**10**	**56**	**56**	**62**	**56**	**54**
Province	**347**	**11**	**60**	**57**	**60**	**59**	**72**

GÉOGRAPHIE 10e (Modified Level) 1999-2000

School	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
L.-J.-Robichaud	29	13	57	58	76	57	66
Mathieu-Martin	29	7	58	54	48	57	69
Sainte-Anne	3	6	51	62	100	56	67
S.-de-Champlain	3	13	62	62	100	62	100
District 01	**64**	**9**	**57**	**57**	**66**	**57**	**69**
Grande-Rivière	1	3	52	59	100	55	100
Thomas-Albert	25	16	55	52	28	54	32
Cité-des-Jeunes	37	9	65	55	43	61	89
District 03	**63**	**11**	**61**	**54**	**38**	**58**	**67**
Marie-Gaétane	2	5	46	61	100	53	50
A.-J.-Savoie	0	0					
Aux-Quatre-Vents	15	14	60	57	60	59	67
Roland-Pépin	13	12	57	60	54	58	77
District 05	**30**	**10**	**58**	**58**	**60**	**58**	**70**
Népisiguit	52	16	59	57	56	58	62
District 07	**52**	**16**	**59**	**57**	**56**	**58**	**62**
Louis-Mailloux	12	7	73	67	75	71	100
Marie-Esther	23	13	59	58	65	58	83
W.-A.-Losier	37	13	54	56	51	55	54
La Fontaine	11	17	69	60	73	65	82
District 09	**83**	**12**	**60**	**59**	**61**	**59**	**72**
Clément-Cormier	9	5	60	54	44	58	78
Baie-Ste-Anne	3	20	68	52	33	62	100
Assomption	16	25	57	56	44	56	63
Mgr-F.-Richard	22	18	59	54	55	57	59
C.-Beausoleil	0	0					
District 11	**50**	**13**	**59**	**55**	**48**	**57**	**66**
Province	**342**	**11**	**59**	**57**	**55**	**58**	**68**

School	HISTOIRE 11e (Regular Level) 2000-2001 No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	HISTOIRE 11e (Regular Level) 1999-2000 No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
L.-J.-Robichaud	169	81	63	69	83	66	83	195	86	62	64	80	63	76
Mathieu-Martin	349	88	74	72	88	73	93	373	89	72	67	78	70	89
Sainte-Anne	64	89	75	72	91	74	94	57	93	74	71	88	73	95
S.-de-Champlain	19	95	77	71	84	74	100	13	87	77	64	77	72	85
District 01	**601**	**86**	**71**	**71**	**87**	**71**	**91**	**638**	**88**	**69**	**67**	**80**	**68**	**85**
Grande-Rivière	28	85	72	66	79	70	82	28	88	71	67	82	70	89
Thomas-Albert	111	78	70	65	76	68	89	135	84	68	59	56	64	81
Cité-des-Jeunes	328	82	71	64	66	68	83	400	88	74	62	64	69	85
District 03	**467**	**82**	**71**	**64**	**69**	**68**	**84**	**563**	**87**	**72**	**62**	**63**	**68**	**84**
Marie-Gaétane	33	97	70	73	91	71	97	30	100	60	69	73	64	70
A.-J.-Savoie	50	100	78	70	86	75	94	60	100	79	76	90	77	97
Aux-Quatre-Vents	97	87	72	60	59	67	88	123	95	72	59	59	67	80
Roland-Pépin	92	81	78	65	73	73	91	121	95	74	58	56	68	82
District 05	**272**	**88**	**75**	**65**	**72**	**71**	**91**	**334**	**96**	**73**	**62**	**65**	**69**	**83**
Népisiguit	278	84	75	69	80	73	89	310	88	71	63	68	68	83
District 07	**278**	**84**	**75**	**69**	**80**	**73**	**89**	**310**	**88**	**71**	**63**	**68**	**68**	**83**
Louis-Mailloux	156	90	74	61	65	69	89	167	87	76	60	61	70	90
Marie-Esther	149	81	72	68	73	70	92	154	81	72	59	62	67	88
W.-A.-Losier	212	87	74	63	67	70	90	255	89	76	63	70	71	89
La Fontaine	42	82	73	69	83	72	88	58	83	79	67	78	74	90
District 09	**559**	**85**	**74**	**64**	**69**	**70**	**90**	**634**	**86**	**75**	**62**	**66**	**70**	**89**
Clément-Cormier	151	97	68	54	46	63	69	178	95	70	59	57	66	79
Baie-Ste-Anne	12	75	74	65	58	71	83	12	86	76	70	75	73	92
Assomption	48	81	71	67	71	70	79	45	83	71	63	73	68	84
Mgr-F.-Richard	87	79	68	58	56	64	78	97	86	70	60	68	66	82
C.-Beausoleil	12	100	67	70	100	68	100	11	85	64	61	73	63	64
District 11	**310**	**88**	**69**	**58**	**55**	**65**	**75**	**343**	**90**	**70**	**60**	**63**	**66**	**80**
Province	**2487**	**85**	**72**	**66**	**73**	**70**	**87**	**2822**	**88**	**72**	**63**	**68**	**68**	**85**

* Passing grade: 55%

School	HISTOIRE 11e (Modified Level) 2000-2001							HISTOIRE 11e (Modified Level) 1999-2000						
	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
L.-J.-Robichaud	39	19	51	60	74	54	56	31	14	55	61	81	57	71
Mathieu-Martin	48	12	66	59	71	63	88	47	11	61	58	57	60	79
Sainte-Anne	8	11	58	59	63	58	63	4	7	55	64	100	59	75
S.-de-Champlain	1	5	61	52	0	58	100	2	13	59	62	100	61	50
District 01	**96**	**14**	**59**	**59**	**71**	**59**	**73**	**84**	**12**	**58**	**60**	**69**	**59**	**75**
Grande-Rivière	5	15	58	54	40	57	40	4	13	60	59	75	59	75
Thomas-Albert	31	22	58	58	58	58	81	25	16	58	58	56	58	76
Cité-des-Jeunes	70	18	58	56	56	58	69	57	12	59	55	47	58	65
District 03	**106**	**18**	**58**	**57**	**56**	**58**	**71**	**86**	**13**	**59**	**56**	**51**	**58**	**69**
Marie-Gaétane	1	3	68	63	100	66	100	0	0					
A.-J.-Savoie	0	0						0	0					
Aux-Quatre-Vents	15	13	64	56	53	61	93	7	5	61	55	43	59	71
Roland-Pépin	22	19	59	54	36	57	73	6	5	58	48	17	54	50
District 05	**38**	**12**	**61**	**55**	**45**	**59**	**82**	**13**	**4**	**60**	**52**	**31**	**56**	**62**
Népisiguit	54	16	60	62	76	61	82	42	12	57	62	76	59	74
District 07	**54**	**16**	**60**	**62**	**76**	**61**	**82**	**42**	**12**	**57**	**62**	**76**	**59**	**74**
Louis-Mailloux	18	10	61	52	39	57	61	24	13	66	59	58	63	100
Marie-Esther	36	19	57	58	47	57	75	36	19	57	56	50	57	72
W.-A.-Losier	33	13	63	55	49	60	82	33	11	62	57	58	60	78
La Fontaine	9	18	67	67	78	67	78	12	17	67	60	83	64	100
District 09	**96**	**15**	**61**	**57**	**49**	**59**	**75**	**105**	**14**	**62**	**58**	**58**	**60**	**84**
Clément-Cormier	5	3	65	46	0	58	100	9	5	60	58	67	59	67
Baie-Ste-Anne	4	25	54	56	75	55	50	2	14	29	42	0	35	0
Assomption	11	19	56	59	64	57	64	9	17	56	54	44	55	44
Mgr-F.-Richard	23	21	53	50	22	53	26	16	14	62	58	56	60	75
C.-Beausoleil	0	0						2	15	68	56	50	63	100
District 11	**43**	**12**	**55**	**52**	**35**	**55**	**47**	**38**	**10**	**59**	**56**	**53**	**58**	**63**
Province	**433**	**15**	**59**	**57**	**57**	**59**	**72**	**368**	**12**	**59**	**58**	**60**	**59**	**74**

* Passing grade: 55%

School	PHYSIQUE 10e (Regular Level) 2000-2001 No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	PHYSIQUE 10e (Regular Level) 1999-2000 No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
L.-J.-Robichaud	180	88	69	61	71	66	83	183	82	64	57	56	61	75
Mathieu-Martin	387	90	69	57	57	65	80	373	90	70	60	62	66	82
Sainte-Anne	66	81	73	66	88	70	91	74	93	73	66	81	70	91
S.-de-Champlain	13	87	82	77	85	80	92	19	90	79	70	95	75	100
District 01	**646**	**89**	**70**	**60**	**64**	**66**	**83**	**649**	**88**	**69**	**60**	**64**	**65**	**81**
Grande-Rivière	30	91	74	55	47	66	77	36	90	73	52	33	65	86
Thomas-Albert	133	76	69	60	66	65	83	113	82	68	61	64	65	77
Cité-des-Jeunes	325	76	72	60	60	67	84	298	79	73	63	64	69	87
District 03	**488**	**77**	**72**	**60**	**61**	**67**	**83**	**447**	**81**	**72**	**61**	**62**	**68**	**84**
Marie-Gaétane	22	79	74	58	55	67	91	27	82	75	63	67	70	100
A.-J.-Savoie	52	87	80	56	50	70	89	47	81	77	64	79	72	94
Aux-Quatre-Vents	76	72	78	64	78	73	97	71	72	74	62	65	69	93
Roland-Pépin	107	79	71	63	76	68	86	106	91	71	62	65	67	85
District 05	**257**	**78**	**75**	**62**	**69**	**70**	**90**	**251**	**82**	**73**	**62**	**68**	**69**	**90**
Népisiguit	283	84	70	62	69	67	81	297	82	73	64	71	69	87
District 07	**283**	**84**	**70**	**62**	**69**	**67**	**81**	**297**	**82**	**73**	**64**	**71**	**69**	**87**
Louis-Mailloux	151	76	70	56	54	64	72	154	79	75	57	55	68	89
Marie-Esther	141	79	73	57	61	67	83	150	76	74	62	63	69	93
W.-A.-Losier	190	72	72	56	52	66	86	215	72	71	57	54	66	84
La Fontaine	46	84	69	54	41	63	72	47	89	76	57	49	68	96
District 09	**528**	**76**	**71**	**56**	**54**	**65**	**80**	**566**	**76**	**73**	**58**	**56**	**67**	**89**
Clément-Cormier	158	96	70	54	42	64	77	145	92	71	55	49	65	79
Baie-Ste-Anne	16	94	55	51	31	54	31	24	92	59	49	21	55	54
Assomption	37	66	75	58	60	68	89	49	86	72	58	61	67	78
Mgr-F.-Richard	102	84	64	60	65	62	70	92	83	65	61	62	64	64
C.-Beausoleil	8	80	77	70	75	75	100	15	100	72	60	73	67	87
District 11	**321**	**87**	**68**	**57**	**51**	**63**	**74**	**325**	**89**	**69**	**57**	**54**	**64**	**73**
Province	**2523**	**81**	**71**	**59**	**61**	**66**	**82**	**2535**	**83**	**71**	**60**	**62**	**67**	**84**

* Passing grade: 55%

School	PHYSIQUE 10e (Modified Level) 2000-2001							PHYSIQUE 10e (Modified Level) 1999-2000						
	No. of students	%of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	No. of students	%of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
L.-J.-Robichaud	24	12	59	60	67	59	63	40	18	61	57	65	59	80
Mathieu-Martin	42	10	65	55	52	61	76	41	10	61	54	44	58	68
Sainte-Anne	15	19	56	63	93	59	60	6	8	59	59	50	58	67
S.-de-Champlain	2	13	60	67	100	63	100	2	10	59	64	100	61	100
District 01	**83**	**11**	**62**	**58**	**65**	**60**	**70**	**89**	**12**	**61**	**56**	**55**	**59**	**74**
Grande-Rivière	3	9	43	35	0	39	0	4	10	61	49	0	56	75
Thomas-Albert	42	24	57	61	74	59	74	24	18	55	56	54	55	63
Cité-des-Jeunes	104	24	62	54	42	58	65	79	21	63	58	65	61	79
District 03	**149**	**23**	**60**	**56**	**50**	**58**	**66**	**107**	**19**	**61**	**57**	**60**	**60**	**75**
Marie-Gaétane	6	21	49	62	83	54	33	6	18	49	62	67	55	50
A.-J.-Savoie	8	13	51	61	75	55	38	11	19	49	61	82	53	46
Aux-Quatre-Vents	29	28	68	67	90	68	93	27	28	69	59	82	65	100
Roland-Pépin	29	21	53	5[illegible]	66	55	62	11	9	50	58	46	53	46
District 05	**72**	**22**	**59**	**62**	**78**	**60**	**69**	**55**	**18**	**59**	**59**	**73**	**59**	**73**
Népisiguit	55	16	64	60	75	62	80	66	18	64	60	70	62	76
District 07	**55**	**16**	**64**	**60**	**75**	**62**	**80**	**66**	**18**	**64**	**60**	**70**	**62**	**76**
Louis-Mailloux	48	24	62	54	44	59	67	41	21	63	51	24	58	63
Marie-Esther	37	21	63	61	78	62	87	48	24	56	55	54	56	56
W.-A.-Losier	74	28	58	56	50	57	57	83	28	58	56	57	57	65
La Fontaine	9	16	56	58	56	57	56	6	11	58	52	67	56	67
District 09	**168**	**24**	**60**	**57**	**55**	**59**	**66**	**178**	**24**	**59**	**54**	**49**	**57**	**62**
Clément-Cormier	7	4	59	55	57	57	71	12	8	62	58	75	61	83
Baie-Ste-Anne	1	6	49	68	100	57	100	2	8	52	50	0	52	0
Assomption	19	34	61	59	58	60	74	8	14	59	54	63	57	50
Mgr-F.-Richard	20	16	59	60	70	60	70	19	17	63	64	90	63	84
C.-Beausoleil	2	20	54	56	50	55	50	0	0					
District 11	**49**	**13**	**59**	**59**	**63**	**59**	**71**	**41**	**11**	**61**	**60**	**76**	**61**	**73**
Province	**576**	**19**	**60**	**58**	**61**	**59**	**69**	**536**	**17**	**61**	**57**	**59**	**59**	**70**

* Passing grade: 55%

School	CHIMIE 11e (Regular Level) 2000-2001 No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	CHIMIE 11e (Regular Level) 1999-2000 No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark.*	% pass
L.-J.-Robichaud	161	79	63	67	86	65	86	163	78	63	64	80	63	82
Mathieu-Martin	350	86	71	60	65	66	82	358	83	67	59	58	64	77
Sainte-Anne	71	96	72	61	65	67	80	55	86	72	67	75	70	91
S.-de-Champlain	20	91	79	67	75	74	90	14	93	74	67	71	71	86
District 01	**602**	**86**	**69**	**62**	**71**	**66**	**83**	**590**	**82**	**67**	**61**	**66**	**64**	**80**
Grande-Rivière	25	86	65	52	32	60	68	26	79	72	62	65	68	89
Thomas-Albert	110	79	68	60	61	65	75	116	81	68	64	73	66	82
Cité-des-Jeunes	281	72	73	59	59	67	82	339	76	73	60	61	68	85
District 03	**416**	**74**	**71**	**59**	**58**	**66**	**79**	**481**	**77**	**72**	**61**	**64**	**67**	**84**
Marie-Gaétane	29	94	74	60	66	69	97	30	88	71	51	30	63	83
A.-J.-Savoie	40	78	76	67	88	72	98	47	84	80	69	87	75	100
Aux-Quatre-Vents	73	73	70	60	56	66	78	84	69	70	64	73	68	91
Roland-Pépin	105	94	71	63	71	68	85	122	93	73	57	48	66	84
District 05	**247**	**84**	**72**	**63**	**69**	**68**	**86**	**283**	**83**	**73**	**60**	**60**	**68**	**89**
Népisiguit	258	84	77	61	61	71	85	306	91	76	60	62	70	91
District 07	**258**	**84**	**77**	**61**	**61**	**71**	**85**	**306**	**91**	**76**	**60**	**62**	**70**	**91**
Louis-Mailloux	151	79	64	57	54	61	66	173	82	65	56	49	62	68
Marie-Esther	154	80	72	55	48	65	80	161	83	75	57	53	68	86
W.-A.-Losier	209	83	71	60	63	67	83	250	80	73	62	72	69	87
La Fontaine	43	96	71	52	44	63	74	72	88	75	58	51	68	89
District 09	**557**	**82**	**69**	**57**	**55**	**65**	**77**	**656**	**82**	**71**	**59**	**59**	**66**	**82**
Clément-Cormier	128	96	71	52	41	63	81	170	94	73	55	48	66	91
Baie-Ste-Anne	16	84	68	56	44	63	69	12	86	71	66	75	69	100
Assomption	46	73	76	64	63	72	98	22	73	65	58	59	62	73
Mgr-F.-Richard	83	77	67	63	69	66	82	86	85	64	64	78	65	81
C.-Beausoleil	10	100	71	56	40	65	90	11	100	69	56	27	63	91
District 11	**283**	**85**	**71**	**58**	**53**	**65**	**83**	**301**	**90**	**70**	**59**	**58**	**65**	**87**
Province	**2363**	**82**	**71**	**60**	**61**	**66**	**81**	**2617**	**83**	**71**	**60**	**62**	**67**	**84**

* Passing grade: 55%

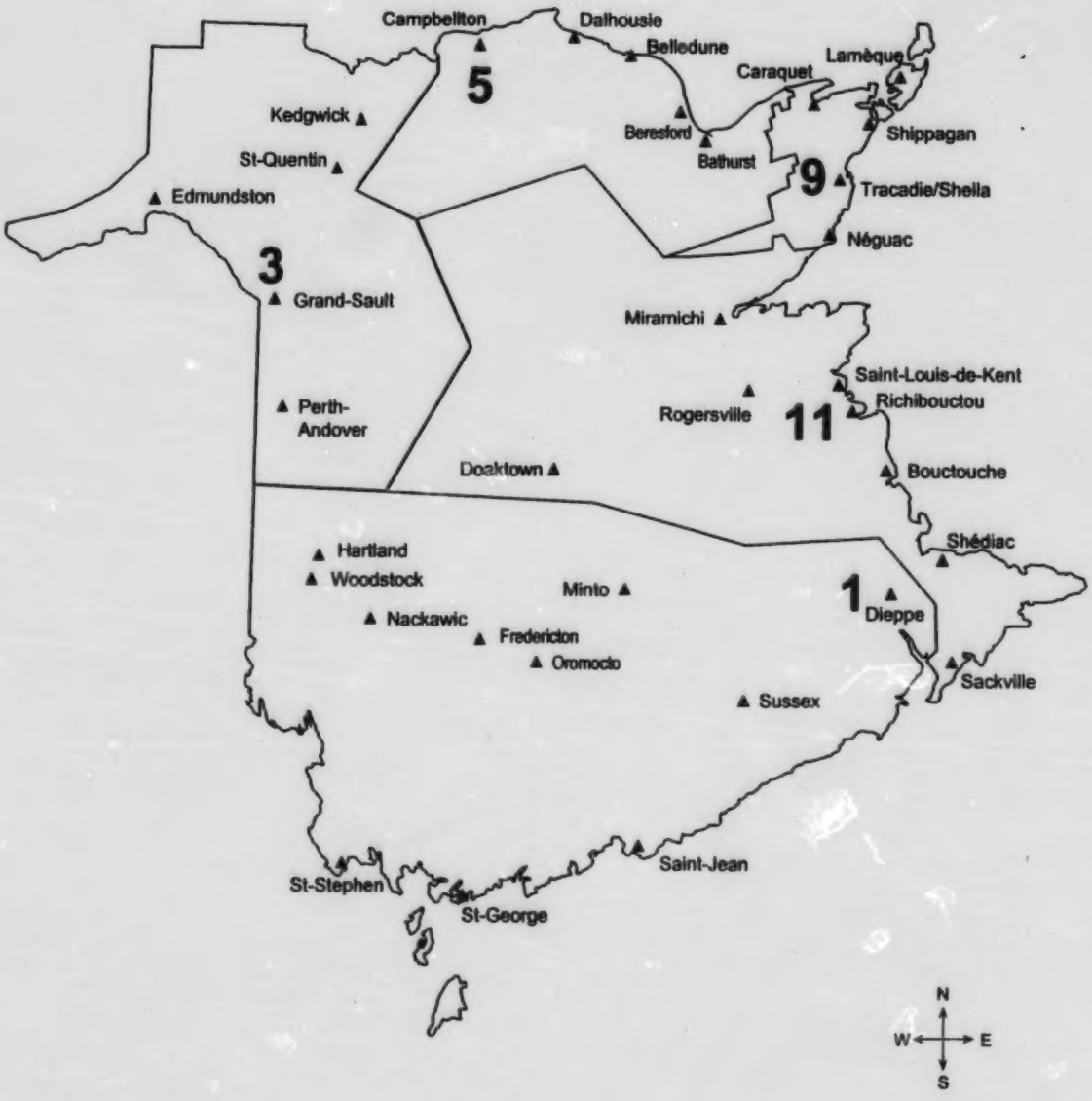
School	CHIMIE 11e (Modified Level) 2000-2001 No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass	CHIMIE 11e (Modified Level) 1999-2000 No. of students	% of students in this level	School mark	Prov. exam	% pass	Final mark*	% pass
L.-J.-Robichaud	42	21	60	64	86	62	83	45	22	56	60	71	58	62
Mathieu-Martin	55	14	62	55	55	59	69	73	17	62	55	45	59	71
Sainte-Anne	3	4	72	67	100	70	100	9	14	52	54	44	53	44
S.-de-Champlain	2	9	55	74	100	63	100	1	7	46	56	100	50	0
District 01	**102**	**14**	**62**	**59**	**70**	**61**	**77**	**128**	**18**	**59**	**57**	**55**	**58**	**66**
Grande-Rivière	4	14	58	53	50	56	50	7	21	49	56	43	52	14
Thomas-Albert	29	21	58	60	72	59	72	28	19	53	61	75	56	50
Cité-des-Jeunes	110	28	65	59	66	63	88	107	24	60	54	47	58	71
District 03	**143**	**26**	**64**	**59**	**66**	**62**	**84**	**142**	**23**	**58**	**56**	**52**	**57**	**64**
Marie-Gaétane	2	6	49	65	100	56	50	4	12	52	52	50	52	50
A.-J.-Savoie	11	22	54	61	82	57	73	9	16	57	64	89	60	89
Aux-Quatre-Vents	27	27	59	56	48	58	78	38	31	60	59	79	60	76
Roland-Pépin	7	6	45	49	29	47	29	9	7	57	53	33	55	33
District 05	**47**	**16**	**55**	**56**	**55**	**56**	**68**	**60**	**17**	**58**	**59**	**72**	**58**	**70**
Népisiguit	49	16	72	57	65	66	90	31	9	71	58	65	66	94
District 07	**49**	**16**	**72**	**57**	**65**	**66**	**90**	**31**	**9**	**71**	**58**	**65**	**66**	**94**
Louis-Mailloux	41	21	58	54	51	57	59	39	18	62	58	59	60	69
Marie-Esther	39	20	56	52	41	54	49	34	17	56	55	50	55	65
W.-A.-Losier	43	17	54	58	56	56	51	62	20	55	58	69	56	64
La Fontaine	2	4	68	57	50	63	100	10	12	63	59	70	62	90
District 09	**125**	**18**	**56**	**55**	**50**	**56**	**54**	**145**	**18**	**58**	**57**	**62**	**57**	**67**
Clément-Cormier	5	4	67	48	0	60	100	10	6	63	55	60	60	80
Baie-Ste-Anne	3	16	54	48	0	52	33	2	14	52	56	50	54	50
Assomption	17	27	54	53	41	54	47	8	27	58	60	75	59	86
Mgr-F.-Richard	25	23	60	58	64	59	64	15	15	57	62	87	59	85
C.-Beausoleil	0	0						0	0					
District 11	**50**	**15**	**58**	**55**	**46**	**57**	**60**	**35**	**10**	**59**	**59**	**74**	**59**	**81**
Province	**516**	**18**	**61**	**57**	**60**	**59**	**72**	**541**	**17**	**59**	**57**	**60**	**58**	**69**

* Passing grade: 55%

3. FRANÇAIS AND MATHÉMATIQUES PROVINCIAL EXAMINATION RESULTS AT THE PRIMARY LEVEL

New Brunswick

Francophone School Districts *



* This map shows the current school district boundaries, in effect at the time of the primary-level evaluations.

3.1 PRIMARY LEVEL EVALUATION PROGRAM

The provincial evaluation program at the primary level has a very specific objective: to use the information obtained from exams to improve Français and Mathématiques learning. This program was established following the publication of the report of the Commission on Excellence in Education in 1992. These "diagnostic" exams are administered to all students entering Grade 4 and Grade 8 enrolled in Francophone schools in the province.

What is the purpose of these exams?

The exams serve to measure the skills and abilities necessary for further learning. Using the results, teaching staff and the school administration develop and apply appropriate action strategies for correcting the weaknesses detected among the students. The results are also presented to the school districts and the Department of Education.

What is tested?

The exams are developed on the basis of a list of descriptors drawn up by school district personnel and Department consultants. The descriptors stem from provincial curricula and identify the elements essential for further development of skills in French and mathematics at the beginning of Grades 4 and 8.

What performance level is expected of the students?

In order to attain the objectives of the primary-level evaluation program, a performance level is set for each descriptor in the French and mathematics exams. This makes it possible to situate the student in relation to expectations and guides the teacher in providing follow-up. Details concerning the pass levels for each descriptor are presented in Appendices A to D for the French exams and in Appendices E and F for the Mathematics exams.

Who prepares the exams?

The exams are developed together with the teaching staff. Supervision is provided by evaluation and curriculum consultants at the Department of Education in association with school district subject supervisors in French and mathematics.

What content was tested?

In French, the exams are presented in two parts: reading and writing. In Grade 4, the reading test deals with comprehension of a narrative text. In Grade 8, reading comprehension is evaluated on the basis of a topical text, generally an information article, and an adventure story. The questionnaires that are part of the reading tests in both Grades 4 and 8 contain multiple-choice questions and open-ended questions calling for either brief or extended responses.

In Grade 4, the writing test involves the writing of a narrative text of at least 75 words; in Grade 8, a minimum of 200 words is required.

In mathematics, the exams are also divided into two distinct parts. The first is made up of items measuring particularly mathematical content, while the second measures mainly problem solving.

How are the results presented?

A pass level is set, and each student receives a comment (and not a mark) for each French and mathematics descriptor measured. The comments take the following form:

> Mastery (**M**), meaning that the student possesses the skills and knowledge measured,
>
> Partial Mastery (**P**), indicating that the student possesses some of the skills and knowledge measured,
>
> Non-mastery (**N**), meaning that the student lacks the skills and knowledge measured.

These comments provide students with a profile of their strengths and weaknesses at the start of the school year. The teacher can thus obtain a portrait of his class.

The students' results are expressed in relation to performance levels for each descriptor. This is done at the class, district and provincial levels. Consequently, there is no single overall mark for a given exam for a given student.

Each student's results are recorded in his file and must be sent to his parents; they may be discussed at a parent-teacher interview. However, these results must not be used for the purpose of promotion and are not entered on a report card, since this involves a diagnostic evaluation, not a summative evaluation.

How well did the students do in general?

In Français 4e, the reading test consisted of 15 questions about a narrative text of approximately 60 lines containing mostly words familiar or at least known to students. The narrative was titled *Pourquoi la corneille est-elle noire?* [Why is the crow black?] The 15 questions were divided among three descriptors, i.e., Descriptor **D1** (Find explicit information contained in a text), Descriptor **D2** (Extract implicit information from a text), and Descriptor **D3** (React to information contained in a text, and support or justify your position). Province-wide, 53% of students reached the pass level for Descriptor **D1**, 39% for Descriptor **D2**, and only 26% for Descriptor **D3**.

By comparison with the previous year, the pass-level percentage for Descriptor **D1** dropped slightly, from 64% to 53%. The decline was stronger for the other two, with Descriptor **D2** dropping from 60% to 39% and Descriptor **D3** from 47% to 26%.

We hasten to point out that comparing this year's student results with those from last year is risky since the reading tests were entirely different as to textual content and questions. Still, we can theorize that these weak results stem in part from the difficulty of the text and the questions used to measure descriptors **D1**, **D2** and **D3**. In light of the results, it is nevertheless safe to say that five students out of ten have serious difficulty finding explicit information contained in a text (**DI**), whereas six students out of ten cannot reconstruct implicit information from a given number of indicators in the text (**D2**). As for Descriptor **D3**, seven students out of ten cannot justify their position regarding characters, events or information in the text.

In other words, a majority of students do not indicate what they think about the characters, events or information, give their opinion without justifying it, or else provide an incoherent justification unrelated to the story. Question 7, for example, asks the student whether he agrees with the decision of Corneille and Paon to go to the castle to meet His Majesty King Vautour. Question 7: *Do you think Corneille and Paon did the right thing in going to the castle to meet His Majesty King Vautour? Explain your answer.* Some students simply said, *Yes, I think they did* or *Personally, I believe they did*. Those students earned minimum points or no point since their answers did not include the required justification. Students who received the maximum number of points replied, *Yes, because King Vautour listened to them and lent them his box of paints* or *No, because Corneille exchanged one boring colour (white) for another boring colour (black).* Those students justified their opinion in a coherent manner logically related to the story or the text.

The composition test consisted in telling about a true or imaginary event in which the student felt involved (approximately 75 words required). Students were given the following set-up: *While at the pet store, you discover the very animal you have always wanted. You cannot imagine living without it. How will you convince your parents to buy it for you? You just have to have it!*[2] The proposed composition topic was very close to the students'

2 The proposed composition topic was accompanied by a cartoon to stimulate the student's written

experience and also gave them full freedom in terms of content, which could be either imaginary or real if students preferred writing about something that had actually happened. In that short text, students had to pay attention to a few rules of syntax and spelling.

The results showed that 60% of students wrote a composition by selecting information (**D4**), 74% used sentence elements to make the composition effective (**D5**), 82% used precise, varied vocabulary (**D6**), 68% observed the rules of punctuation (**D7**), 51% observed standard spelling (**D8**), and 70% observed the rules of grammar (**D9**). These results show a certain thematic cohesion or coherence in the students' writings (**D4** and **D5**), adequate use of vocabulary (**D6**), and observance of the basic rules of punctuation and grammar (**D7** and **D9**), whereas there is still work to be done to master spelling (**D8**). It bears mentioning that descriptors **D7**, **D8** and **D9** were measured based on the first 55 words of the composition and that knowledge of spelling (**D8**) was measured based on a spelling lexicon of 643 words,[3] which students could consult as they wrote their composition.

Follow-up activities

One objective of this provincial evaluation[4] is to inform teachers of the state of reading and writing knowledge and skills among students entering Grade 4. As regards this comprehensive review of the resulting data, we should point out that students having completed Grade 3 have more difficulty reading than writing.[5] Note, however, that reading acquisition is a continuing process, and that it is an easy, rapid process for some, whereas others need more and more time and effort.[6] Students who fail reading must attend reading classes. Without our rushing headlong into stock formulas or instructions, we note that current research recommends reading aloud as one reasonable means to this end.[7] According to those studies, reading aloud can be regarded as an important component of the understanding process (and one of the first steps in realizing the role that punctuation plays in writing) and a step towards silent reading, which is the goal. To ensure that reading aloud is effective for the student, in other words, to determine whether he has grasped the meaning of the text, the student is asked to express what he has read in his own words. Bentolila et al. (1991) point out that young students, especially in elementary school, tend to spend very little time figuring out the meaning of the question but instead jump on the first indication in the text to give their answer. Thus, the teacher should also encourage

---

expression (or creativity).

3 This spelling lexicon was taken from the spelling list of the elementary-school French support document of the New Brunswick Department of Education (1999).

4 This evaluation is also used to improve the student's learning strategies as well as the teacher's instructional process. It is further linked to a social demand for accountability.

5 As regards the composition of simple sentences, in any case.

6 Gough, P.B., L.C. Ehri and R. Treiman (1992). *Reading Acquisition*. NJ, Laurence Erlbaum.

7 Perfetti, C. (1992). *The representation problem in reading acquisition.* In P.B. Gough, L.C. Ehri and R. Treiman (Ed.), Reading Acquisition. NJ, Laurence Erlbaum. Bosman, A.M.T. and C.C. Van Orden (1997). *Pourquoi l'orthographe est-elle plus difficile que la lecture?* In L. Rieben, M. Fayol et C. Perfetti (éd.), Des orthographes et leur acquisition. Neufchâtel, Paris. Elbro, C. (1998). When reading is "readn" or "somthn." Distinctness of phonological representations of lexical items and disabled readers. *Scandinavian Journal of Psychology, 39,* 149-153.

elementary school students to use efficient strategies to answer test questions.

Reading can be developed and improved through schooling.[8] Nevertheless, upon completion of the first three years of elementary school, reading should consist of more than deciphering[9] or linear coding of segments[10]. It should have reached an overall level of understanding so that learning is solidly based at the start of the second three years of elementary education.

In Français 8e, the reading test consisted of 23 questions about two texts, i.e., an 83-line information article titled *Comment forme-t-on des animaux savants?* [The training of service animals] and a 136-line narrative text titled *Le royaume de la nuit* [The kingdom of night]. Four descriptors were chosen to measure the students' skill at grasping the meaning of these two texts: Descriptor **D1** (Find explicit information contained in a text), Descriptor **D2** (Extract implicit information from a text), Descriptor **D3** (Distinguish between key information and secondary information), and Descriptor **D4** (React to the constituent elements of a text). Looking closely at the province-wide success rate by decreasing order, we see that 85% of students reached the pass level for Descriptor **D3**, followed by 59% for Descriptor **D1**, 56% for Descriptor **D2**, and 39% for Descriptor **D4**. Looking at these percentages, it is clear that Descriptor **D3** was acquired *significantly* better by this year's students than by those last year (only 60% of the students reached the pass level in 2000). As for the first two descriptors, **D1** and **D2**, we see that about the same number of students reached the pass level as in the previous year, i.e., six out of ten, whereas performance for Descriptor **D4** dropped considerably, from 52% in 2000 to 39% this year. Evidently, Descriptor **D4** accounts mostly for the weakness from one year to the next. This makes it important for teachers to develop effective teaching/learning strategies enabling students to master this skill.

The purpose of Descriptor **D4** is to teach the student to react or express his reactions to the constituent elements of a text. Five questions were asked to measure this skill in the reading test. Here again, to obtain the maximum number of points, the student must take a position and support it with a relevant, coherent argument based on the text.[11] Let us take, for example, the following items regarding the information article: *After reading this text, do you believe that animal training is important. Justify your answer based on the text.* To obtain the maximum number of points, the student must answer by taking a position and justifying it through a relevant, coherent argument based on the text. Some students answered, *Yes, since people used to train dogs to herd sheep, whereas we now need trained dogs for the blind.* Others reacted by writing, *Yes, training animals is important because*

---

8 New Brunswick Department of Education (2001) Programme de français au primaire. Maternelle - 8e année. Gouvernement du Nouveau-Brunswick.

9 According to Bentolila et al., the ability to decipher is not a proof of reading ability.

10 Bentolila, A., Chevalier, B., & Falcoz-Vigne, D. (1991). *La lecture. Apprentissage, évaluation et perfectionnement.* Paris, Nathan.

11 A relevant argument is one that relates to the information or ideas contained in the text.

without training we could not have pets. Students who obtained the minimum number of points answered, *Yes because otherwise, the animal may become wild* or *Yes, because if you teach an animal to listen to you, it will trust you.* Here is another type of question for this same descriptor (**D4**), taken this time from the narrative text: *What do you think about the witch's reaction upon discovering the disappearance of Napiwa. Justify your answer based on the text.* A few students reacted by stating, *He reacted too fast by preparing the ceremony for the dead since he had no proof that Napiwa was really dead* or *He felt no remorse at the disappearance of Napiwa. What he really wanted was to ask the god Huart to forgive Napiwa's offence.* Students who obtained the minimum number of points or no points simply answered, *I think he was a little too stupid to believe in spirits* or *He had a good reaction.*

The composition test consisted in writing a story of about 200 words based on three proposed topics, which were actually an extension of the theme of the narrative used for the reading test. For example, the theme (topic) in the text of the reading test was the violation of an Amerindian law by an Amerindian boy. Thus, one of the topics proposed for the composition test was: *Despite your parents' refusal, you decide to attend a party at the home of a friend. Suddenly, during the evening...* The student's story had to contain an initial situation, a disturbance, the working out of that disturbance, and a final situation. The results were that 40% of students reached the pass level for Descriptor **D5** (Write a composition that conforms to the characteristics of the narrative), 55% for Descriptor **D6** (Provide pertinent clues that reveal the composition's structure), 51% for Descriptor **D7** (Use precise, varied vocabulary), 53% for Descriptor **D8** (Construct proper sentences), 37% for Descriptor **D9** (Punctuate sentences correctly), 70% for Descriptor **D10** (Observe standard spelling), and 28% for Descriptor **D11** (Observe grammatical spelling).

Follow-up activities

The weakness of the results can be explained by the chance factor involved in using one single test[12] and the tendency of students not to distance themselves enough from what they are writing. According to the study by Bugniet[13], students, particularly those at the elementary and secondary levels, are not sufficiently aware that their first draft is not necessarily the best. According to Bugniet, the student who does not distance himself enough from his writing cannot gradually discover the components and rules of writing. Although writing is a complex exercise, as Bugniet points out, our results clearly show that students having completed Grade 7 have serious writing deficits and that teachers will need to work hard with them on textual knowledge (**D5** and **D6**), lexical knowledge (**D7**), syntax (**D8**), and grammar (**D9** and **D11**).

---

12 Gilbert De Landsheere (*Évaluation continue et examens : Précis de docimologie.* Paris, Nathan, 1993). This author is among the French test evaluators who point out that a student's test performance depends not only on his knowledge but also on a host of external factors that include stress, fatigue, sickness and motivation. This is what is called the "measurement error" in test evaluation.

13 Bugniet, C. (1986). *Évaluer la production écrite.* Service de la recherche pédagogique, Genève.

In conclusion, we remind readers that the ultimate purpose of this external ad hoc evaluation is to make a formative[14] (pedagogic) **diagnosis**[15] as opposed to a sommative[16] (social) **prognosis**[17] and that our first concern is therefore the educational and school success of each student.

14 This type of evaluation provides information likely to help students as well as teachers in their instructional activities.

15 Knowledge evaluation at the start of the school year.

16 This type of evaluation is a one-time observation without follow-up.

17 A final conclusion at the end of the school year.

Mathématiques 4e

In Mathématiques 4e, the **mathematical content of the test** comprised two parts, the first measuring mathematical concepts and notions and the other measuring problem solving. The first part consisted of 17 constructed-response questions designed to measure four descriptors. For the first descriptor (Solve problems involving equivalency and numerical transformations), 58% of students achieved mastery and 28% partial mastery, whereas 14% demonstrated non-mastery. See the tables on the following pages for the percentages of students who achieved mastery for the other descriptors.

Results for the first part are generally satisfactory. More than 70% of students are able to represent a number in several ways, using both a plotting board and mathematical symbols. A sound understanding of the plotting board is a sure guarantee of successful acquisition of calculation techniques.[18] When marking the tests, teachers indicated that students who have not mastered this concept can be helped through continuing to use centicubes and the plotting board before proceeding to more abstract concepts.

We also note that students are still having difficulty translating a written problem into a mathematical statement. For Question 5, for example, the student who answered correctly translated the problem into the mathematical statement $72 - 26 - 37 = 9$, whereas those who did not understand simply added up the numbers appearing in the problem $(72 + 26 + 37 = 135)$.

---

5. Michel borrowed a 72-page book from the library. He read 26 pages on Monday. He then read 37 pages on Tuesday. How many pages does he have left to read?

   Write a mathematical statement to represent this story.

It should be mentioned, however, that this skill, which comes under the strategies used in problem solving, must be regarded as a component of continuing learning. The student's problem solving skills and self-confidence definitely improve once he has acquired a stock of problem solving strategies.[19] Building a table, selecting an operation, solving a simpler problem or finding a regularity are other examples of strategies.

Students did well with the tasks that required organizing several instructions concerned with logical relationships and those requiring them to locate objects on a plane by means of Cartesian coordinates.

---

18 Lyons, M, Lyons, R. (1990). Guide d'enseignement et d'activités, Défi mathématique 4. Mondia.

19 Charles, R., F. Lester and P. O'Daffer (1987). How To Evaluate Progress in Problem Solving, NCTM.

The second part presented six problems allowing students to demonstrate their problem solving skills. The information collected was used mainly for two descriptors, one measuring the appropriateness of the problem solving strategy used and, new this year, one measuring skill at finding the right solution to the given problems. Since the right solution is obtained through one or more correctly performed operations, the result for that descriptor indicates the student's skill at performing the operations involved in his solving process.[20] Although many students (60%) met the requirements as to choice of strategy, barely 46% of them were able to reach the pass level for the new descriptor, which called for finding at least three right answers out of the six problems proposed. The teachers mentioned that students would correct several little mistakes if they took the time to look over their work after each problem.

Question 3 is an example of problem solving.

---

3. Sophie collects cards of her three favourite sports. She has 221 cards in all. She has 109 basketball cards and 72 baseball cards. How many soccer cards does she have?

The solution required two steps, first adding up the basketball and baseball cards, then subtracting them from the total number of cards. Although 56% of students used an appropriate strategy to solve the problem, only 37% of them found the right answer. That means about 20% of students understood the problem but made calculation mistakes. Furthermore, 44% of students did not answer or were unable to use a valid strategy to solve the problem.

Mathématiques 8e

A new generation of Grade 7 and 8 mathematics programs (interim versions) was brought on stream province-wide in September 2000. Given the changes in approaches and contents, the external evaluation administered at the start of Grade 8 needed to be updated. In the September 2001 test, those changes translated into a reduction in geometric content dealing with isometric transformations and an increase in content dealing with probabilities and statistics. As before, the test consists of two parts but the contents are different. The

---

20 Additional information is provided in the document titled *Guide d'administration, Mathématiques 4e année* Septembre 2001. Ministère de l'Éducation, N.B.

first part lasts 30 minutes, and no calculators are allowed. It consists of 23 multiple-choice questions designed to obtain information on the students' ability to understand and use rational numbers (**D1**), perform basic operations on whole numbers and decimal numbers (**D2**), and understand and use the properties of straight lines, angles and triangles (**D4**). For this part, students wrote their answers on a scan sheet.

Upon analyzing the items, we found that students have a fairly easy time performing the four operations on decimal numbers and observing the order of the operations. However, the results are not as good when they are required to convert a fraction or fractional number to a decimal number. Here is an example of a question illustrating division of a decimal number. The success rate was 81%.

---

1. What is the result for $364{,}8 \div 4$?

   A) 9,2 B) 81,2 *C) 91,2 D) 912

This other question requires the student to convert a decimal number to a fraction. The success rate was 44%.

---

2. Which is the fraction equivalent of 1,25 ?

   A) $\frac{1}{25}$ B) $\frac{12}{5}$ *C) $\frac{5}{4}$ D) $\frac{3}{2}$

The second part lasts 2 hours, and calculators are allowed. It consists of 25 questions that sometimes require a short answer and sometimes a more elaborate one. The test is designed for completion in 120 minutes, but students who needed additional time were given an extra 15 minutes. This part measures mainly the student's ability to understand and use regularities (**D3**), make predictions and decisions based on statistical data (**D5**), and the concept of probability (**D6**). Operations on whole numbers and decimal numbers and the understanding of rational numbers are also checked in this part, but by means of more complex problems.

Analysis of the questions prompts several observations. First, it seems clear that students have difficulty converting hours to minutes, especially when the hours are presented as decimals or fractions. For example, 4,50 hours is interpreted as 4 hours 50 minutes instead of 4 hours 30 minutes and $4\frac{1}{3}$ becomes 4 hours 30 minutes instead of 4 hours 20 minutes. This aspect of mathematics merits follow-up given that the conversion of hours to minutes is common practice in everyday life.[21]

21 Comment made by many teachers during test correction.

We further observe that students have difficulty finding the percentage of a number. For example, only 42% of students were able to find the correct answer to Question 4. Yet, in the first part of the test, students were skilled at converting a fraction to a percentage. The success rate for Question 9 was 74%.

---

4. [...] the clerks counted the number of people in the room. They counted 134 women and 110 men.

   Men represented what percentage of people in the room?

As part of follow-up, it would therefore be good to give students more complex problems requiring them to calculate percentages.

---

9. Express $\frac{13}{20}$ as a percentage ?

   A) 60% *B) 65% C) 70% D) 75%

In the September 2001 test, students were asked to make circular and horizontal-bar charts to represent the information in a problem. These are some of the questions relating to Descriptor 5 (Make predictions and decisions based on statistical data). Students did better with the circular chart, for a success rate of close to 50% as opposed to 26% for the horizontal-bar chart, which many students confused with a histogram. Note that to obtain the maximum points, students had to give their chart a title, which most of them failed to do. Follow-up involving the different data representation charts should bring improvement in this area next year. Confusion between *chart* and *graph* needs to be cleared up. A chart is a schema representing the parts of a whole and their interrelationship. A graph is a line representing variations of measurable scale.[22] In a broken-line chart, the broken line is the graph.

In the second part, students were given six problems to test their problem solving skills. The information gathered was used mainly for two descriptors, one measuring the appropriateness of the problem solving strategy and, new this year, one measuring skill at finding right solutions to the problems. Since the right solution is obtained through one or more correctly performed operations, the result for that descriptor is an indicator of the student's skill at performing the operations of the problem solving exercise.[23] With six

22 Mathieu, P., de Champlain, D., Tessier, H. (1990) Petit lexique mathématique. Éditions du Triangle d'Or inc.

23 Additional information is provided in the document titled *Document d'information, Mathématiques 8e année* Septembre 2001. Ministère de l'Éducation, N.B.

problems presented, the student had to have at least four of them right to achieve mastery. We note that 56% of students achieved mastery for the descriptor measuring the choice of strategy and 56% for the descriptor measuring the right answer. We observe that students are still leaving too little trace of their calculations or that their process is difficult to follow given disorganization in the steps used . Students must be aware that effective communication of their solution is now an important skill in mathematical problem solving. Students using a calculator may tend to leave less trace of their calculations, writing down only the result of their operations instead of indicating the steps that led to that result. The scorers need these indications to judge the strategy which the student used to solve the problem. We therefore recommend that teachers show students some sample solutions in which the steps are clearly indicated and insist that students indicate the steps of their solution in words as well as numbers.

Are the results interpreted in the same way as for the high school level?

No, because the results of exams administered at the primary level are used for diagnostic purposes and must therefore be interpreted in that light. The results for the province and for each school district are presented in this report.

For each exam and for each of the descriptors measured, there is a series of graphs representing the distribution of the overall student population in each district and in the province. These graphic representations provide a profile of each district and of the province in terms of the percentage of students who have mastered (**M**), partially mastered (**P**), or not mastered (**N**) each descriptor according to the discipline.

This information enables teaching staff to identify students with problems learning French and mathematics at the beginning of Grades 4 and 8.

3.2 FRANÇAIS 4e

READING TEST

Descriptor 1: Find specific, selected information appearing literally in the text.

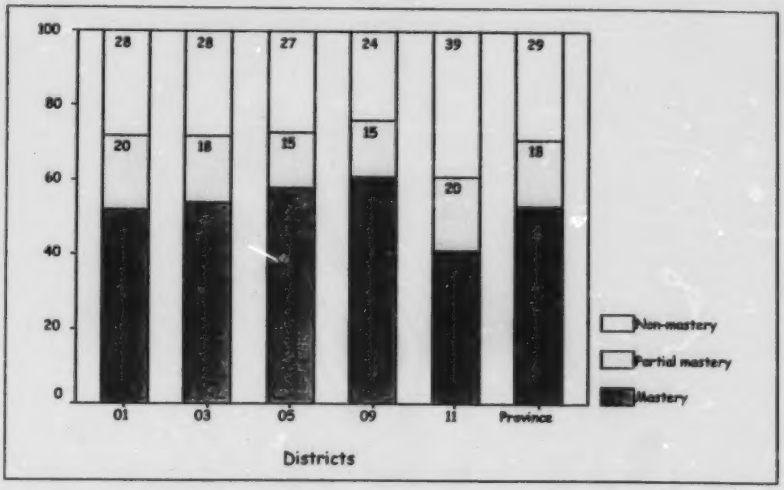
Graph 21

Provincial data

Number of students who wrote the Français 4e exam

District 01: 19% (N=514)
District 03: 22% (N=584)
District 05: 19% (N=506)
District 09: 22% (N=572)
District 11: 18% (N=468)

Province: 2644



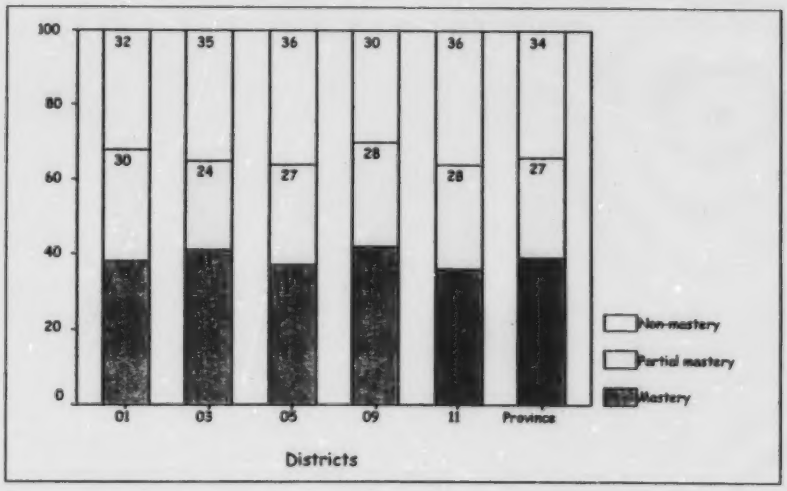
Descriptor 2: Reconstruct implicit information on the basis of a number of clues provided by the text.

Graph 22

Provincial data

Number of students who wrote the Français 4e exam by sex

Girls: 51% (N=1350)
Boys: 49% (N=1294)



3.2 FRANÇAIS 4e

READING TEST

Descriptor 1: Find specific, selected information appearing literally in the text.

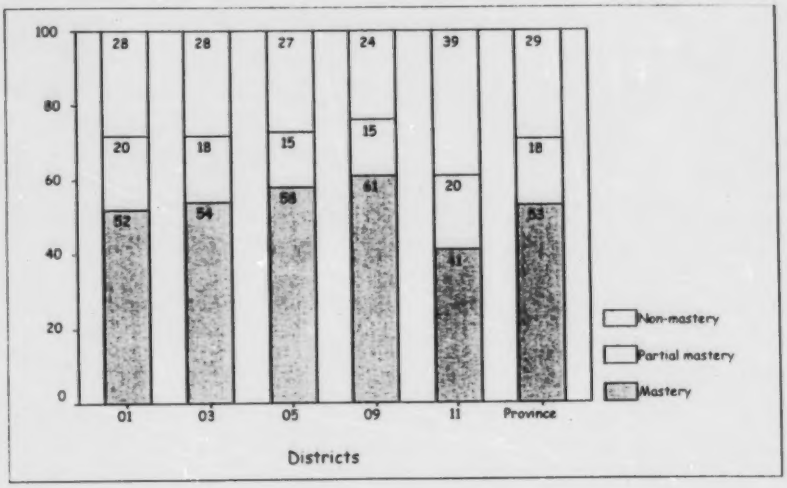
Graph 21

Provincial data

Number of students who wrote the Français 4e exam

District 01: 19% (N=514)
District 03: 22% (N=584)
District 05: 19% (N=506)
District 09: 22% (N=572)
District 11: 18% (N=468)

Province: 2644



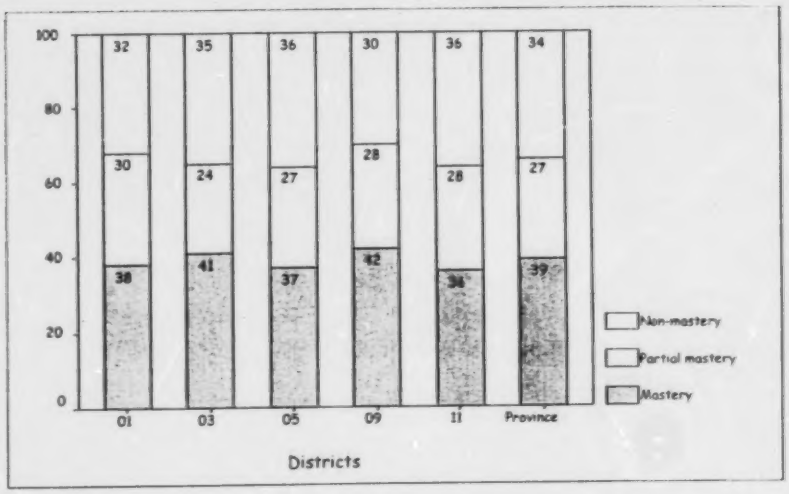
Descriptor 2: Reconstruct implicit information on the basis of a number of clues provided by the text.

Graph 22

Provincial data

Number of students who wrote the Français 4e exam by sex

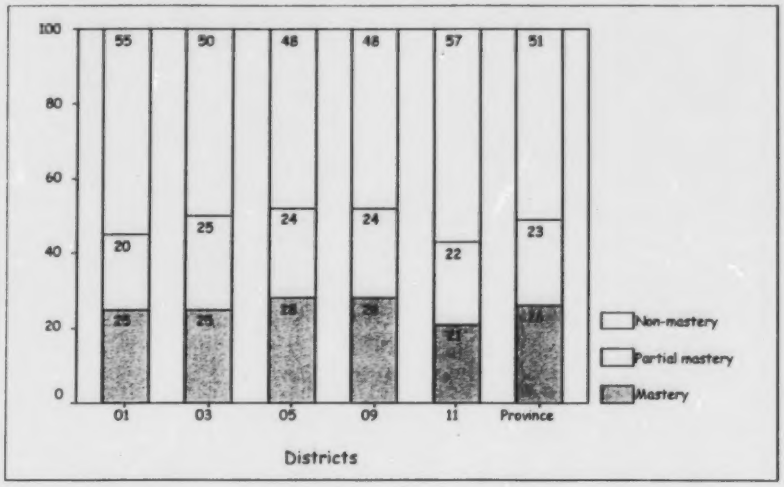
Girls: 51% (N=1350)
Boys: 49% (N=1294)



FRANÇAIS 4[e] (contd.)

Descriptor 3: Assess or take a position in relation to the text by giving an opinion and justifying it.

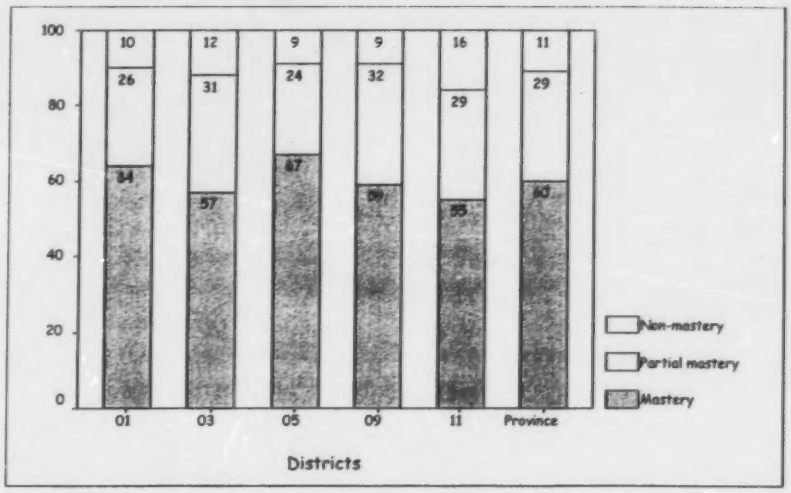
Graph 23



WRITING TEST

Descriptor 4: Write a composition by selecting information.

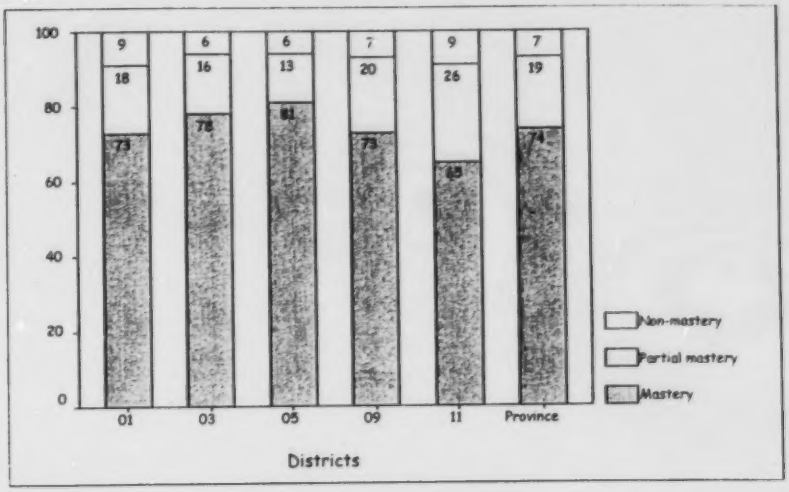
Gaph 24



FRANÇAIS 4e (contd.)

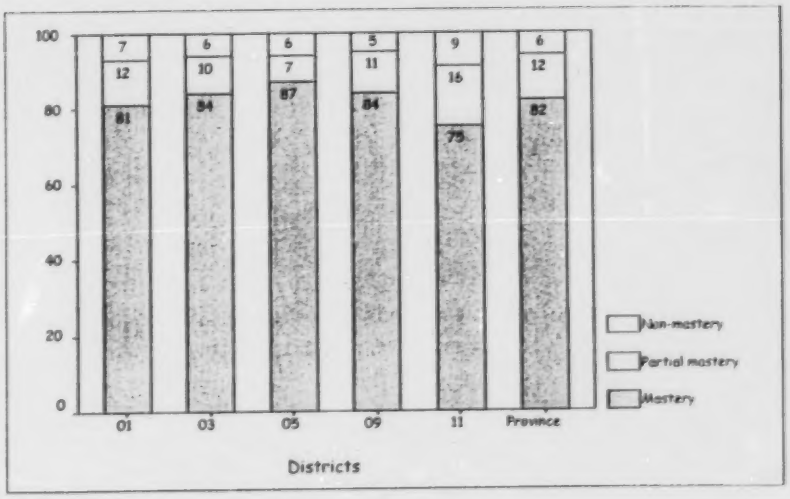
Descriptor 5: Organize and arrange the elements of the sentence in order to make the composition effective.

Graph 25



Descriptor 6 Use a varied, precise vocabulary.

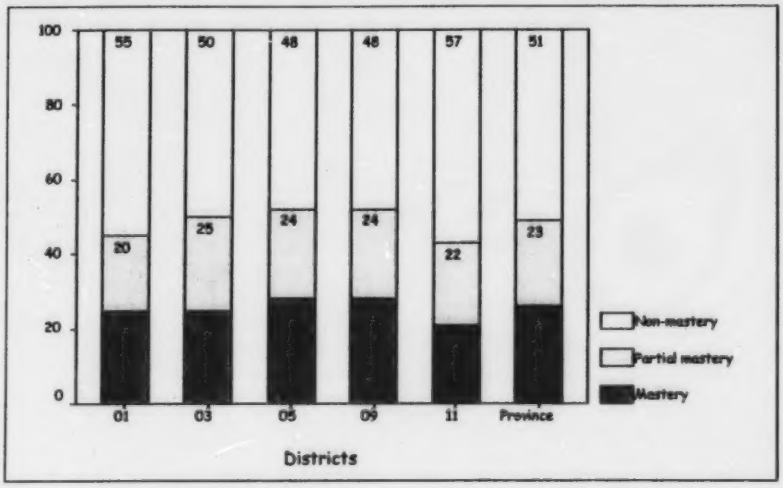
Graph 26



FRANÇAIS 4e (contd.)

Descriptor 3: Assess or take a position in relation to the text by giving an opinion and justifying it.

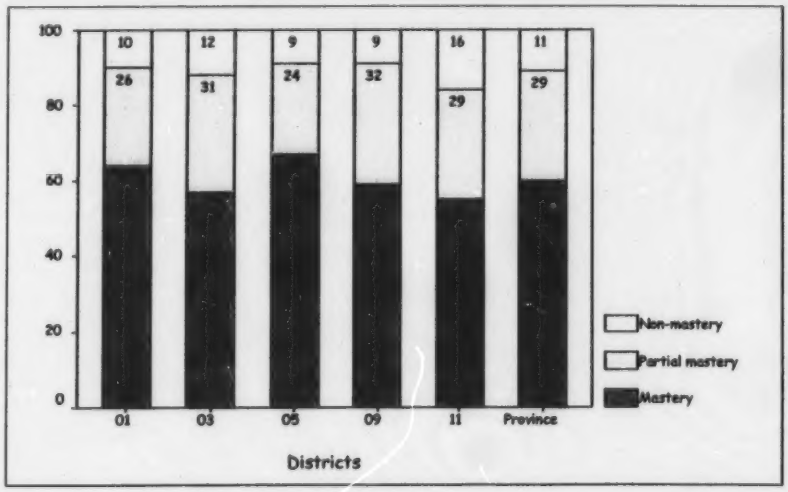
Graph 23



WRITING TEST

Descriptor 4: Write a composition by selecting information.

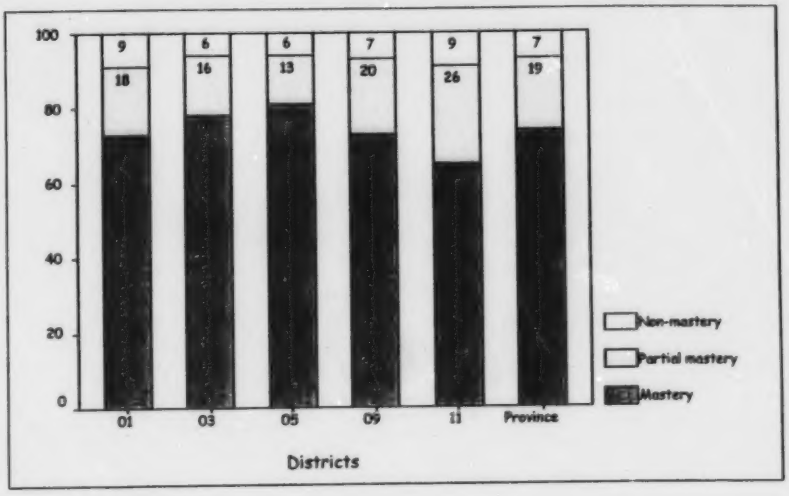
Gaph 24



FRANÇAIS 4e (contd.)

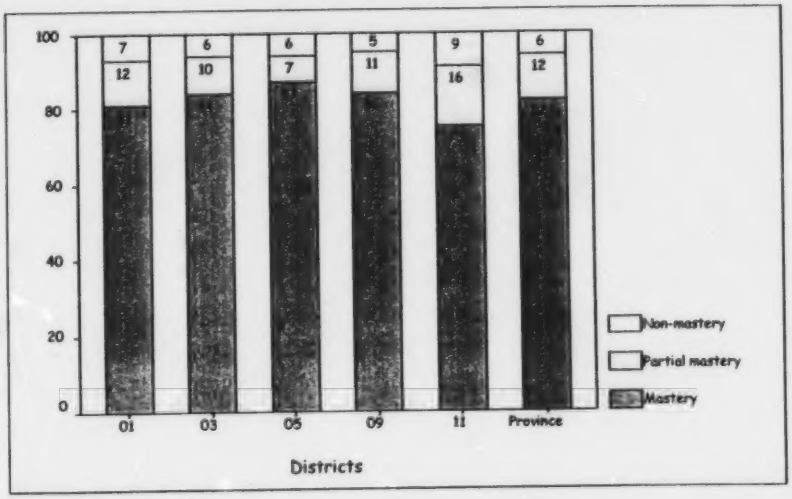
Descriptor 5: Organize and arrange the elements of the sentence in order to make the composition effective.

Graph 25



Descriptor 6 Use a varied, precise vocabulary.

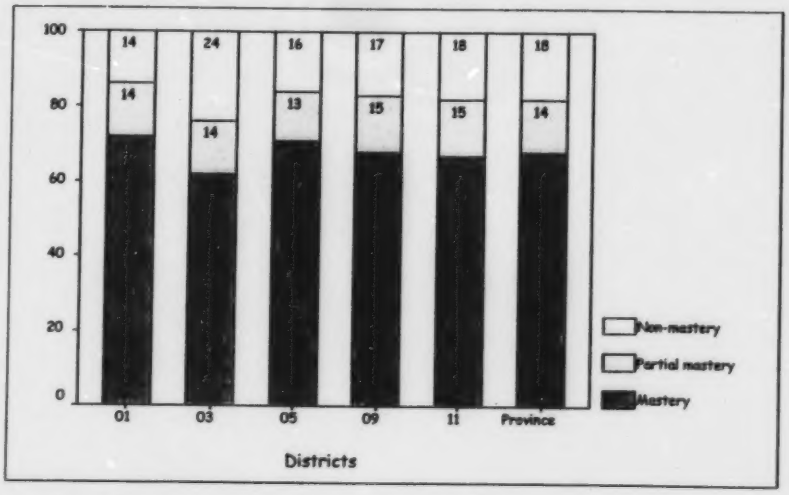
Graph 26



FRANÇAIS 4e (contd.)

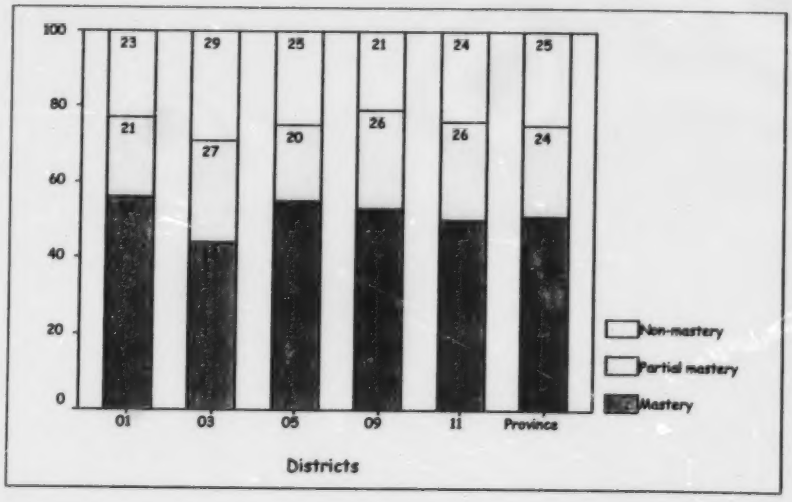
Descriptor 7: Observes punctuation rules.

Graph 27



Descriptor 8 Observe standard spelling.

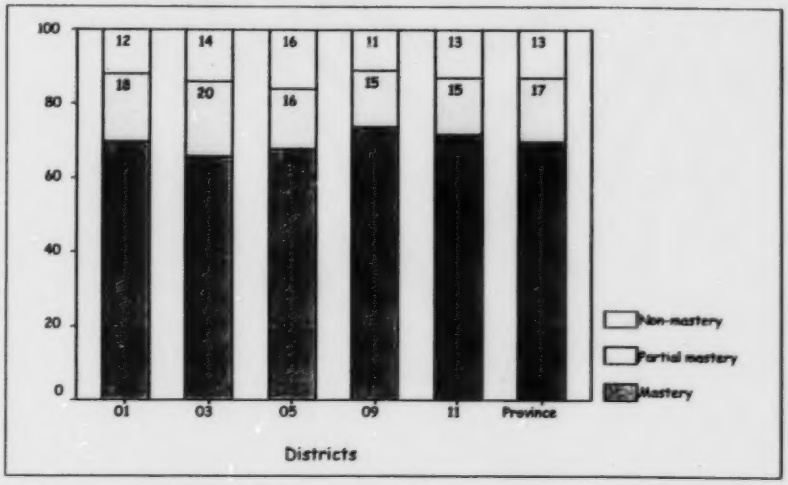
Graph 28



FRANÇAIS 4e (contd.)

Graph 29

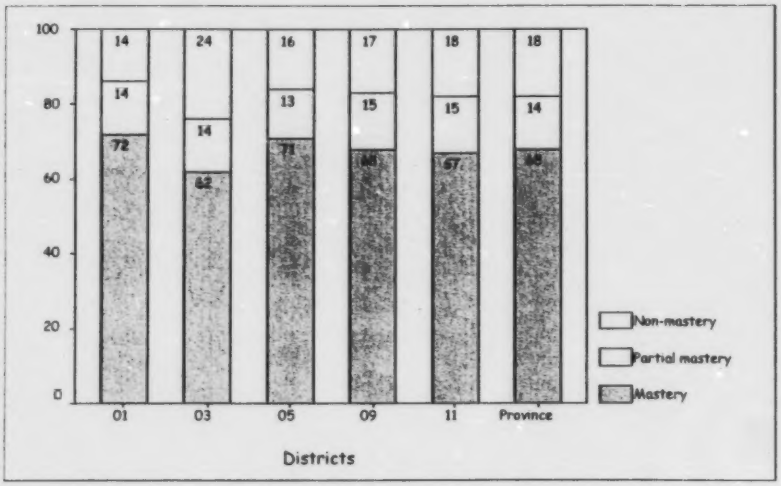
Descriptor 9 Observe grammatical spelling.



FRANÇAIS 4^{e} (contd.)

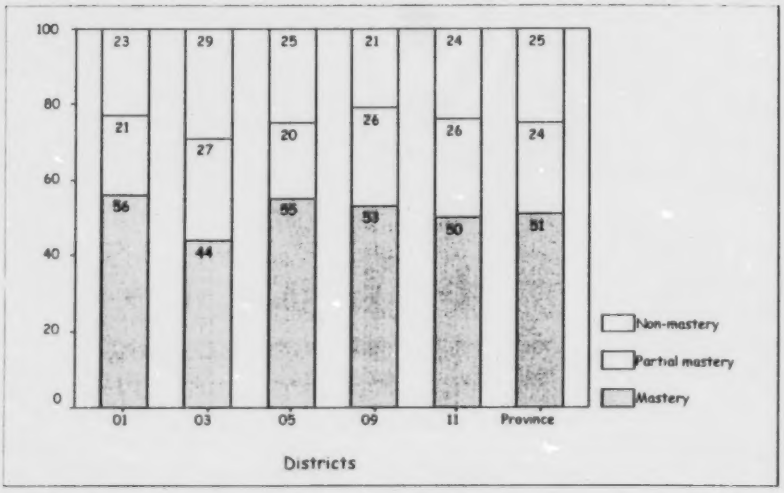
Descriptor 7: Observes punctuation rules.

Graph 27



Descriptor 8 Observe standard spelling.

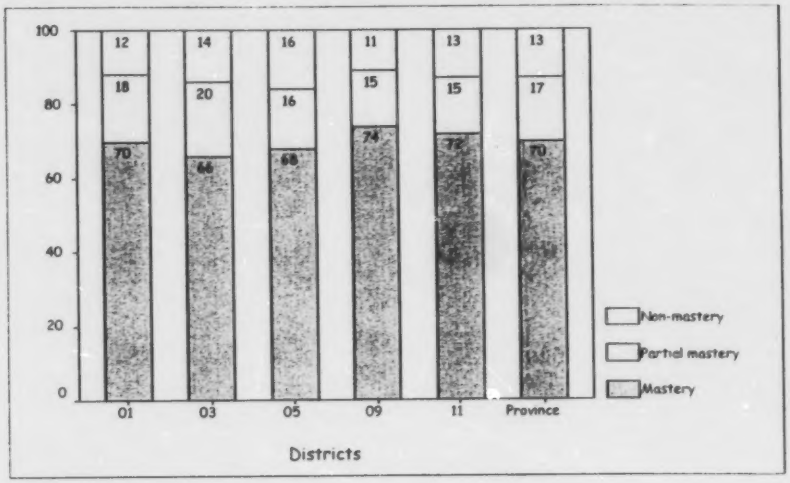
Graph 28



FRANÇAIS 4e (contd.)

Graph 29

Descriptor 9 Observe grammatical spelling.



3.3 FRANÇAIS 8e

READING TEST

Descriptor 1: Find explicit information contained in a text.

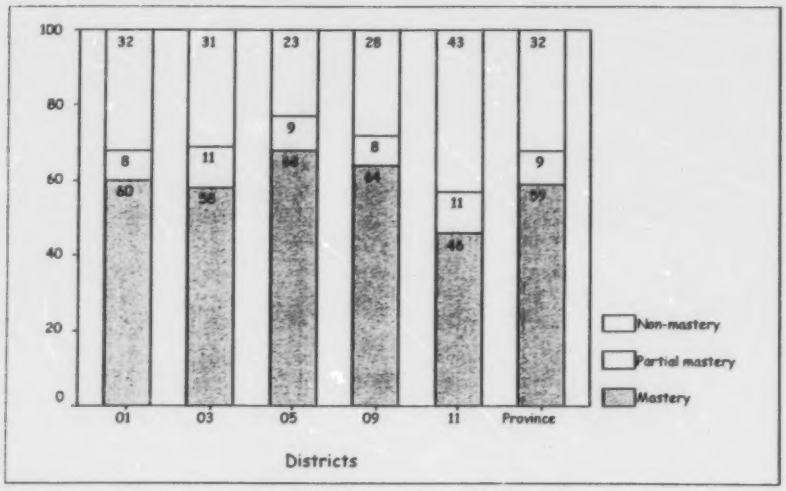
Graph 30

Provincial data

Number of students who wrote the Français 8e exam

District 01: 18% (N=501)
District 03: 23% (N=660)
District 05: 17% (N=495)
District 09: 22% (N=634)
District 11: 20% (N=561)

Province: 2851



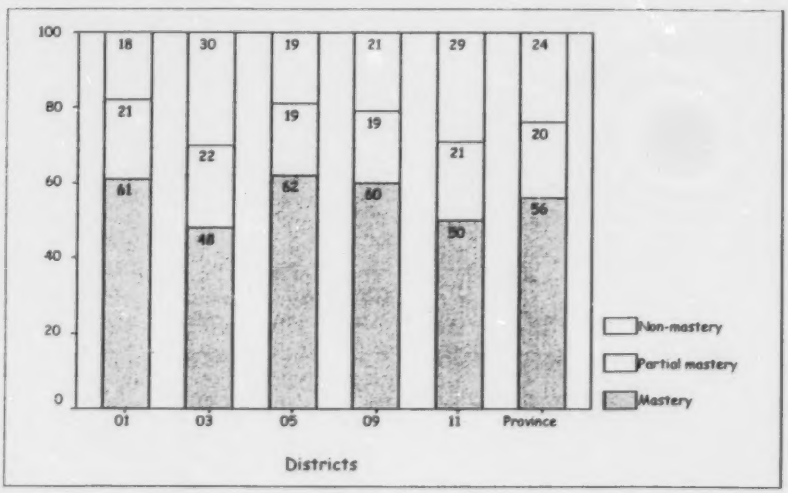
Descriptor 2: Extract implicit information from a text.

Graph 31

Provincial data

Number of students who wrote the Français 8e exam by sex

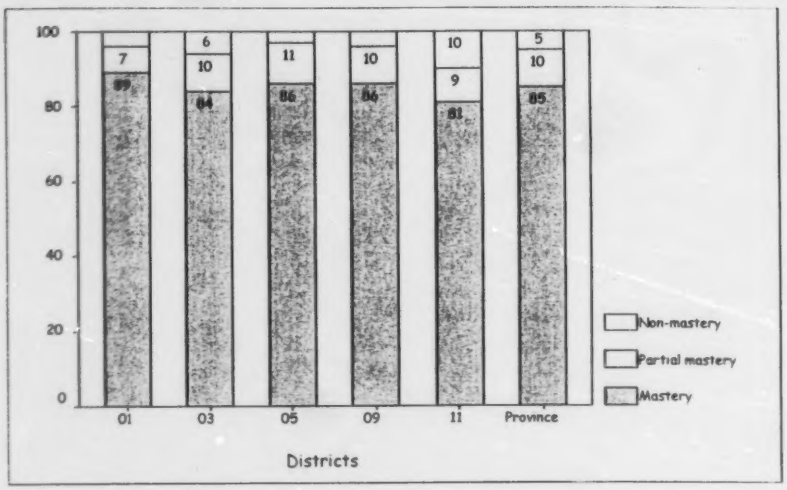
Girls: 49% (N=1407)
Boys: 51% (N=1444)



FRANÇAIS 8e (contd.)

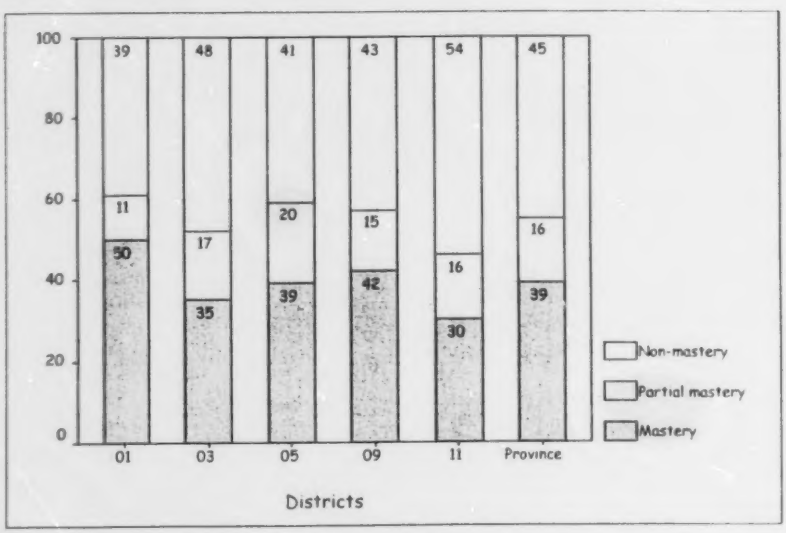
Descriptor 3: Distinguish between key information and secondary information.

Graph 32



Descriptor 4: React to constituent elements of a text.

Graph 33



3.3 FRANÇAIS 8e

READING TEST

Descriptor 1: Find explicit information contained in a text.

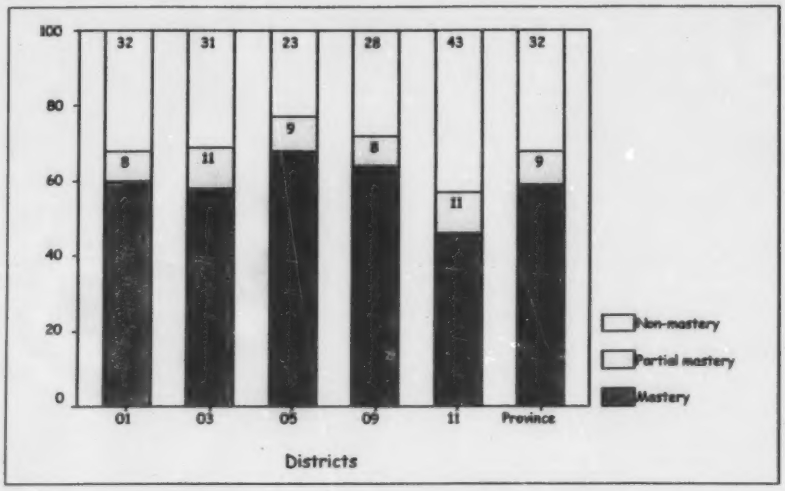
Graph 30

Provincial data

Number of students who wrote the Français 8e exam

District 01: 18% (N=501)
District 03: 23% (N=660)
District 05: 17% (N=495)
District 09: 22% (N=634)
District 11: 20% (N=561)

Province: 2851



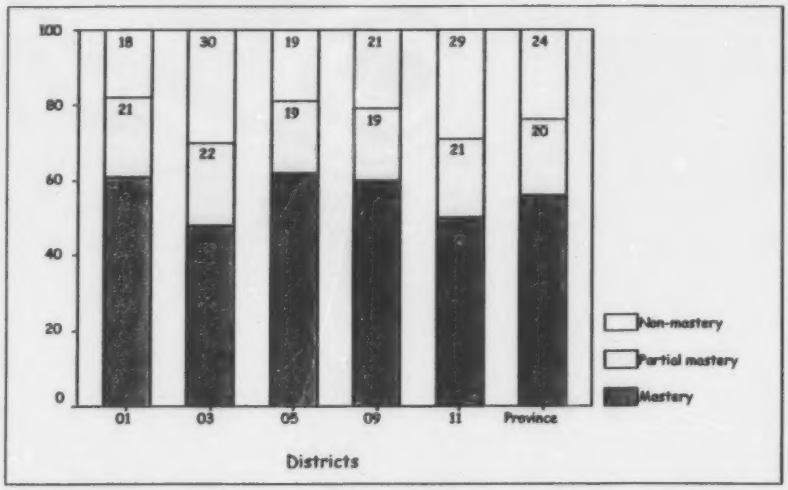
Descriptor 2: Extract implicit information from a text.

Graph 31

Provincial data

Number of students who wrote the Français 8e exam by sex

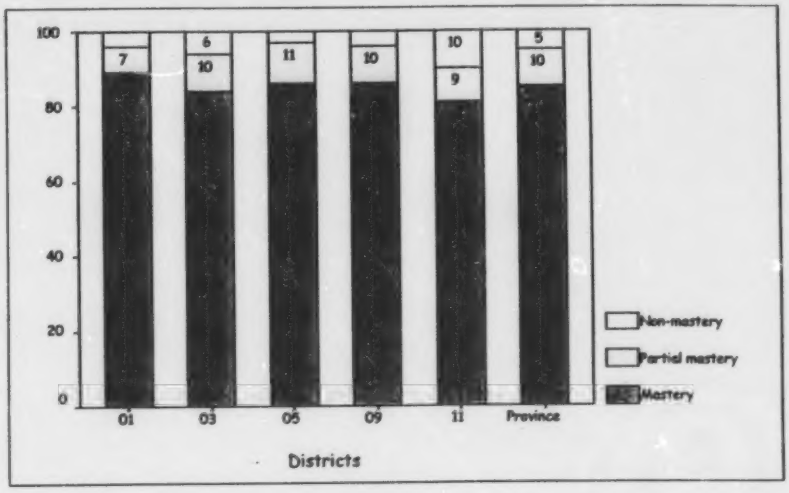
Girls: 49% (N=1407)
Boys: 51% (N=1444)



FRANÇAIS 8e (contd.)

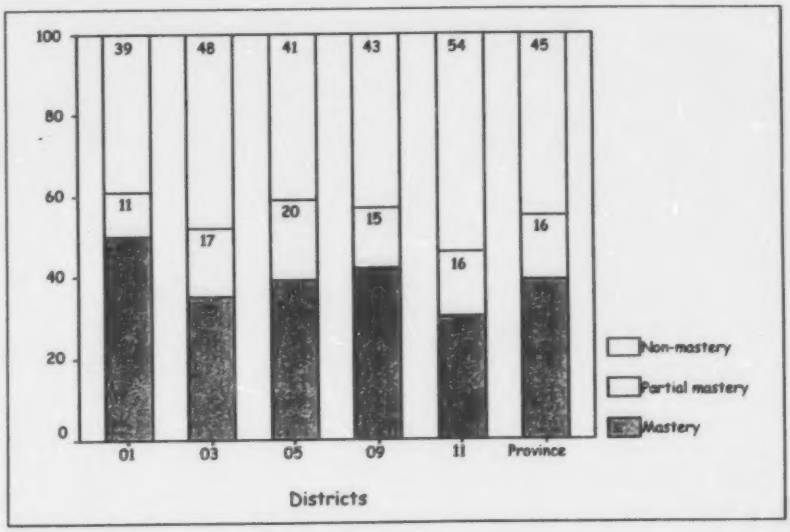
Descriptor 3: Distinguish between key information and secondary information.

Graph 32



Descriptor 4: React to constituent elements of a text.

Graph 33

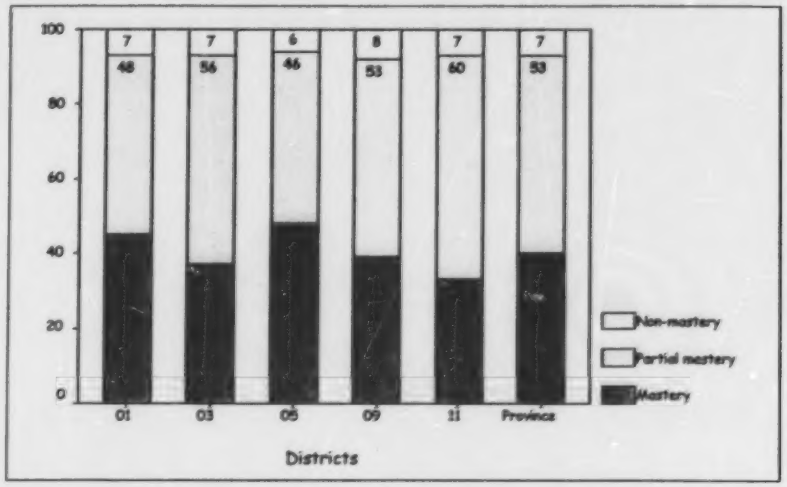


FRANÇAIS 8e (contd.)

WRITING TEST

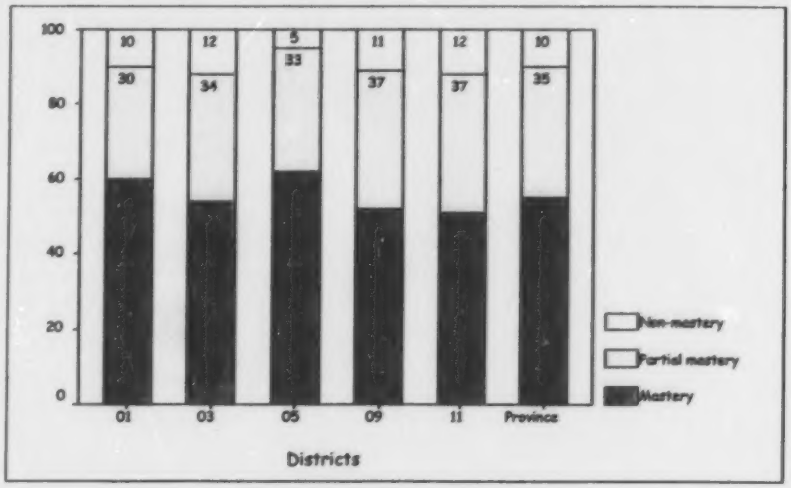
Descriptor 5: Write a composition that conforms to the characteristics of the narrative story.

Graph 34



Descriptor 6: Provide pertinent clues that reveal the composition's structure.

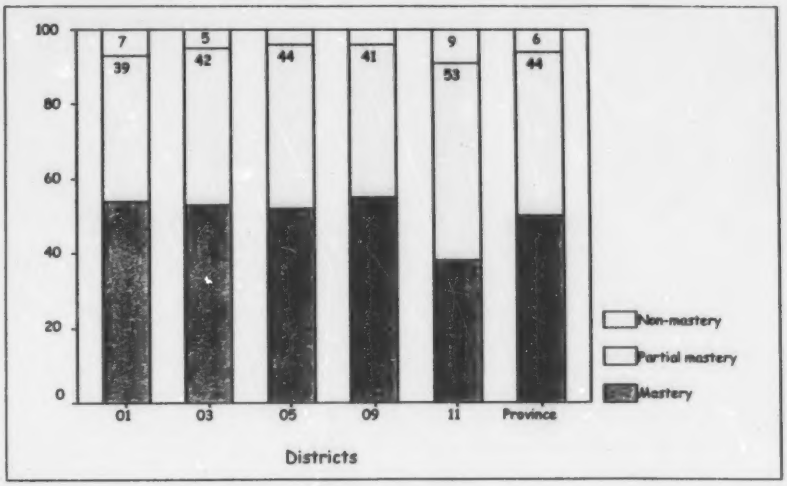
Graph 35



FRANÇAIS 8[e] (contd.)

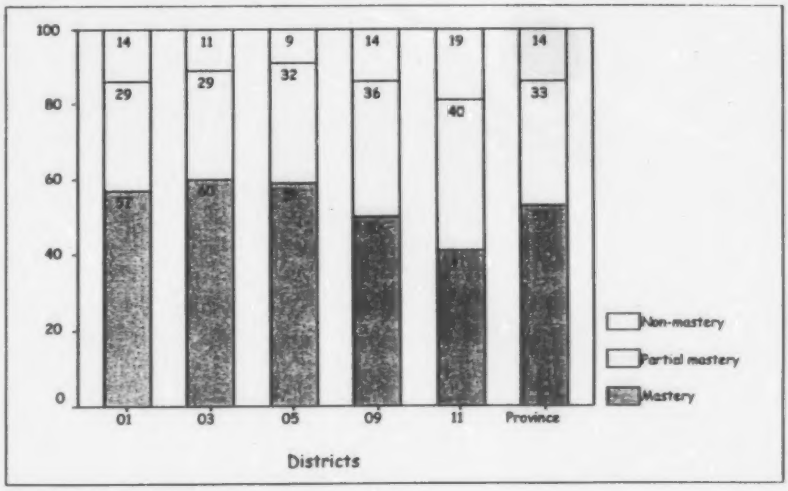
Descriptor 7: Use a varied, precise vocabulary.

Graph 36



Descriptor 8: Construct proper sentences.

Graph 37

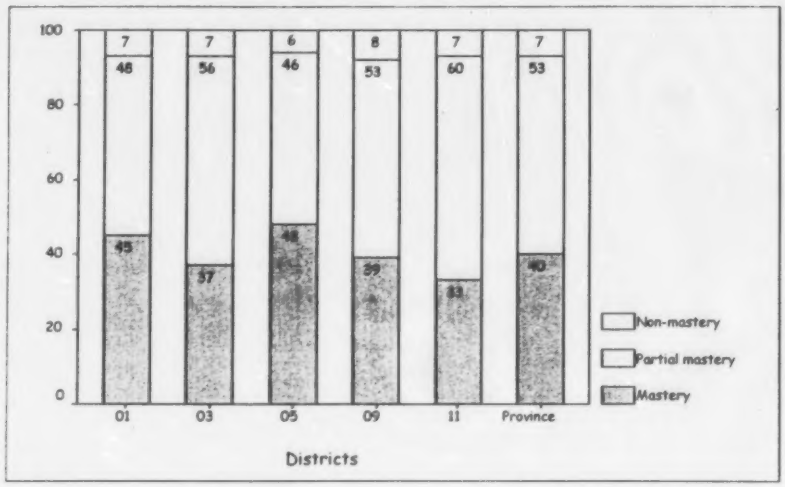


FRANÇAIS 8e (contd.)

WRITING TEST

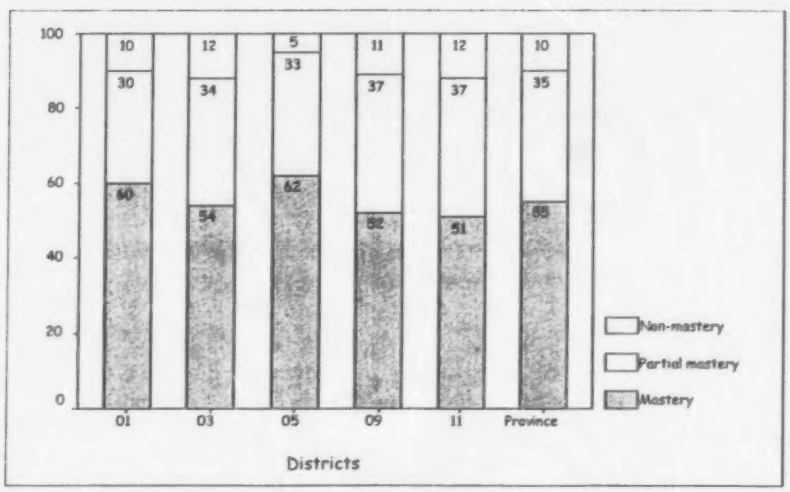
Descriptor 5: Write a composition that conforms to the characteristics of the narrative story.

Graph 34



Descriptor 6: Provide pertinent clues that reveal the composition's structure.

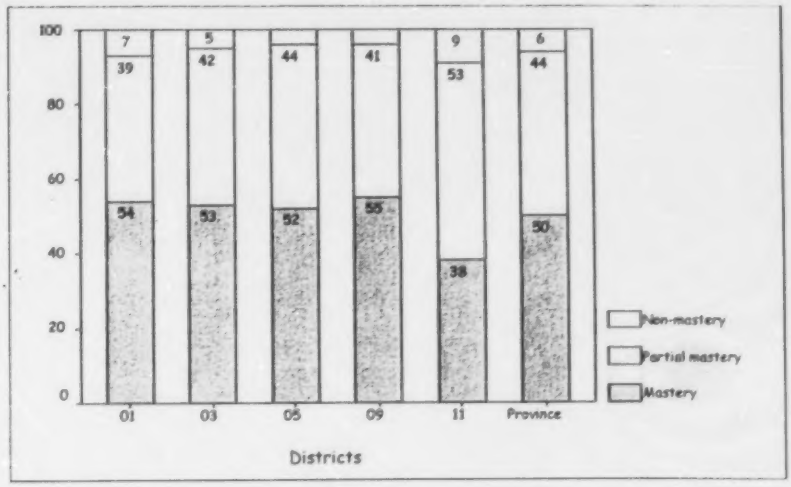
Graph 35



FRANÇAIS 8e (contd.)

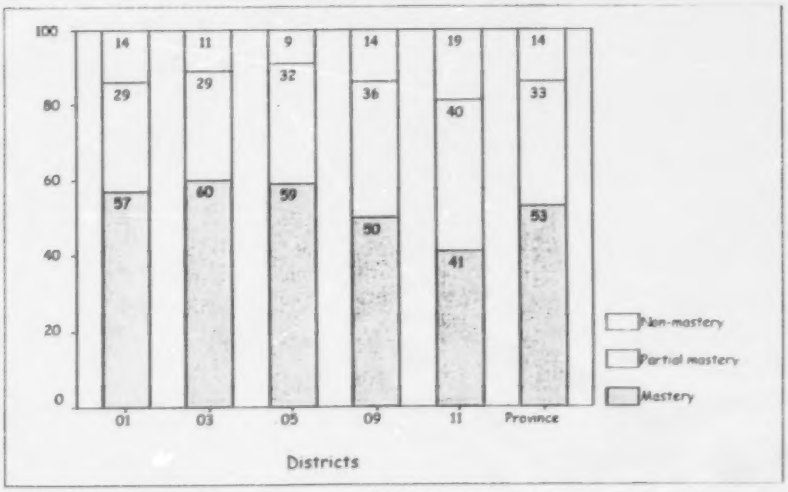
Descriptor 7: Use a varied, precise vocabulary.

Graph 36



Descriptor 8: Construct proper sentences.

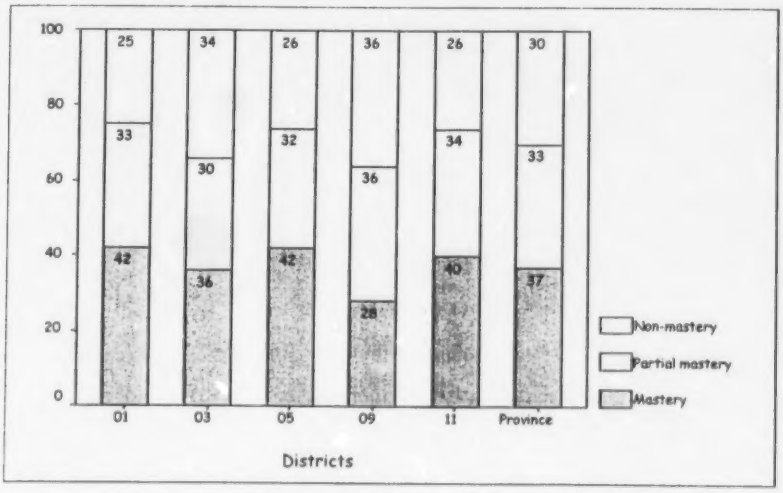
Graph 37



FRANÇAIS 8e (contd.)

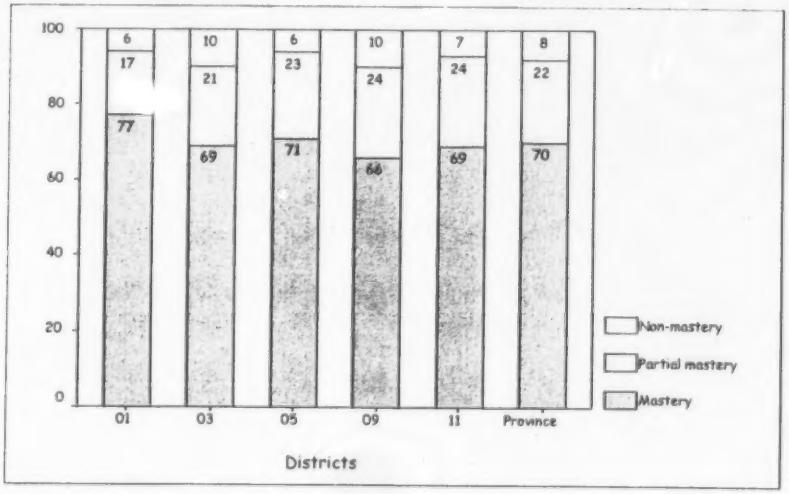
Descriptor 9: Punctuate the text correctly.

Graph 38



Descriptor 10: Observe standard spelling.

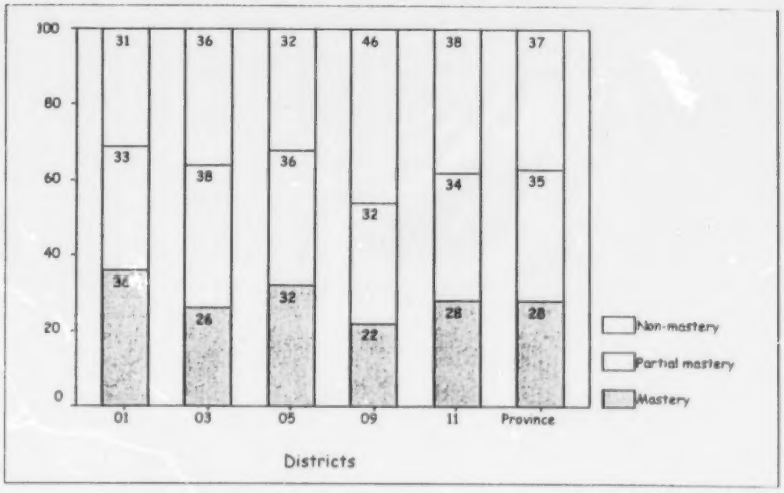
Graph 39



FRANÇAIS 8e (contd.)

Descriptor 11: Observe grammatical spelling.

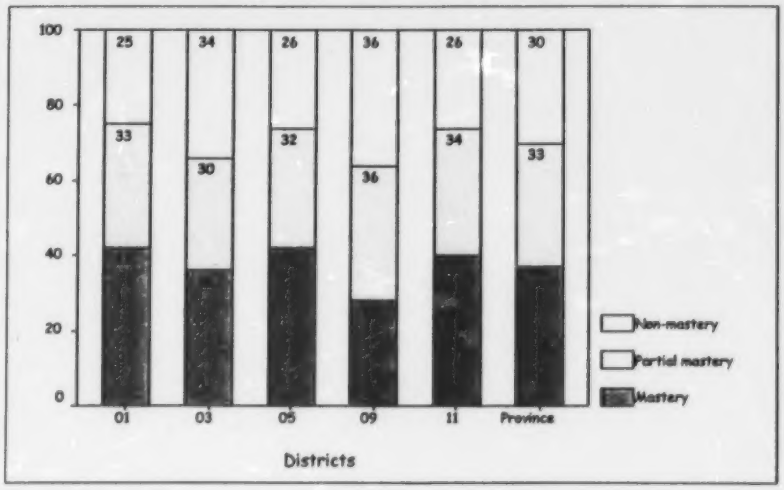
Graph 40



FRANÇAIS 8e (contd.)

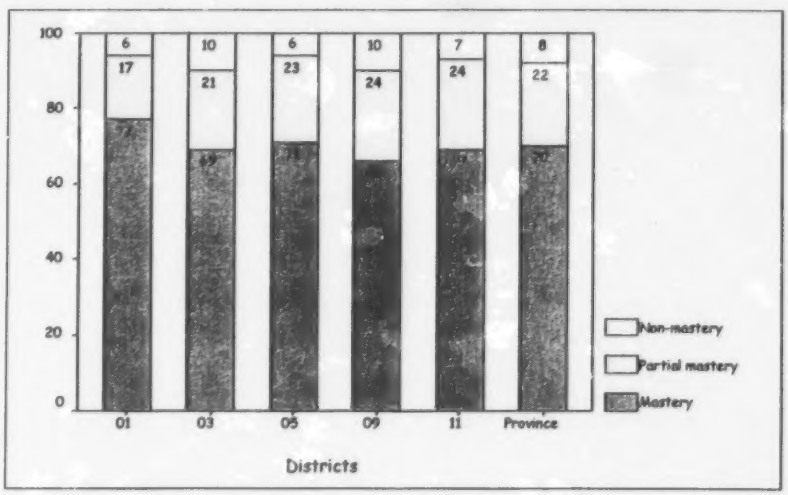
Descriptor 9: Punctuate the text correctly.

Graph 38



Descriptor 10: Observe standard spelling.

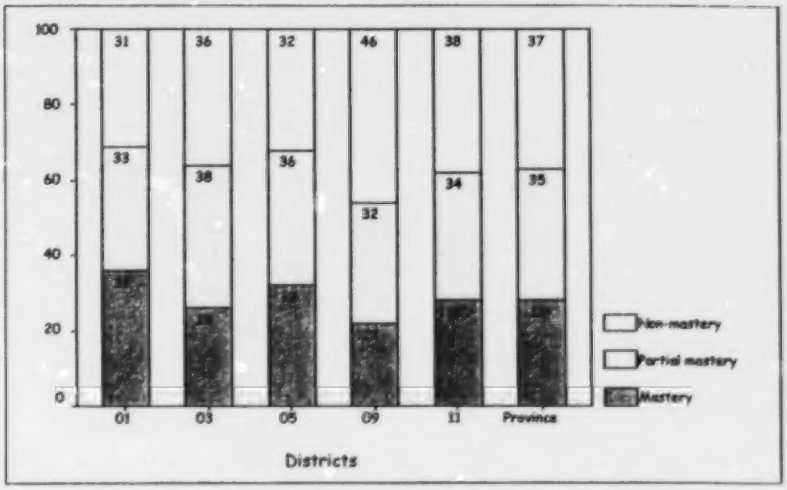
Graph 39



FRANÇAIS 8e (contd.)

Descriptor 11: Observe grammatical spelling.

Graph 40



3.4 MATHÉMATIQUES 4e

MATHEMATICAL CONTENT

Descriptor 1: Solve problems involving equivalency and numerical transformations.

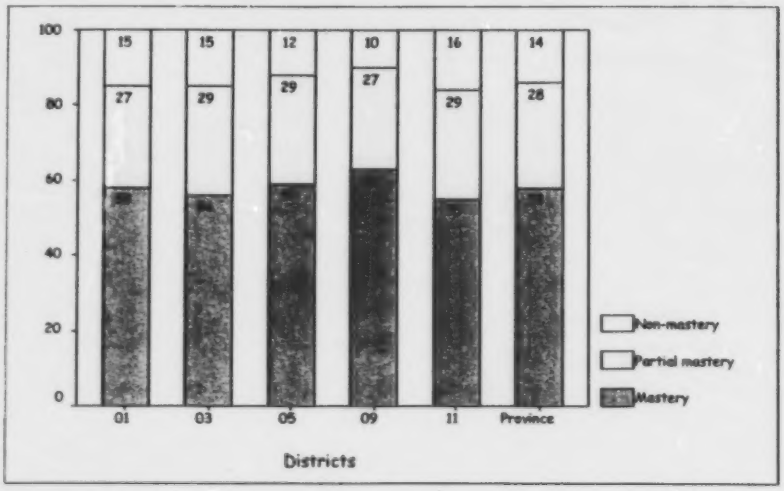
Graph 41

Provincial data

Number of students who wrote the Mathématiques 4e exam

District 01: 19% (N=519)
District 03: 22% (N=592)
District 05: 19% (N=509)
District 09: 22% (N=581)
District 11: 18% (N=480)

Province: 2681



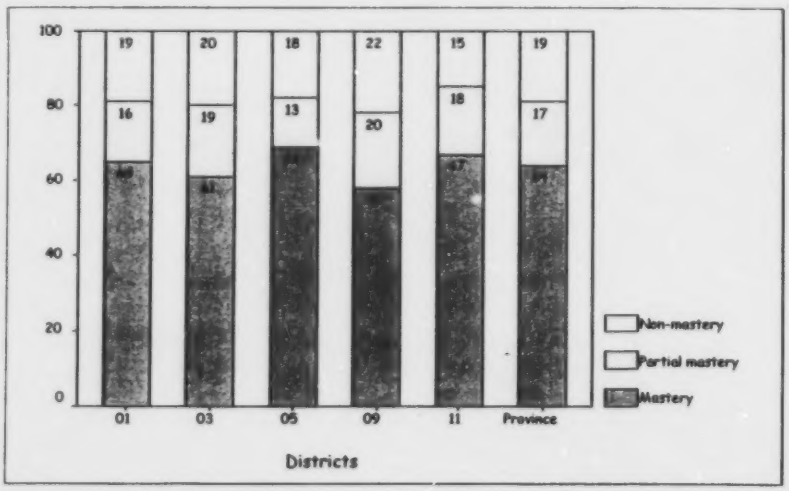
Descriptor 2: Solve problems involving the organization of several instructions concerned with logical relationships.

Graph 42

Provincial data

Number of students who wrote the Mathématiques 4e exam by sex

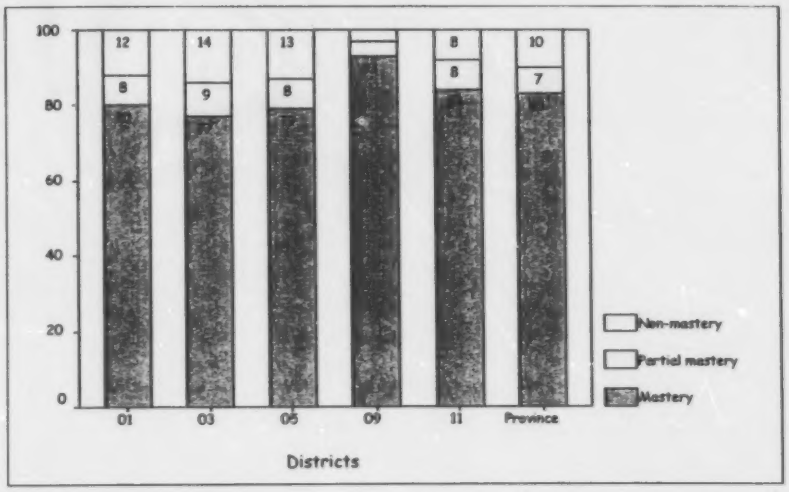
Girls: 51% (N=1359)
Boys: 49% (N=1322)



MATHÉMATIQUES 4e (contd.)

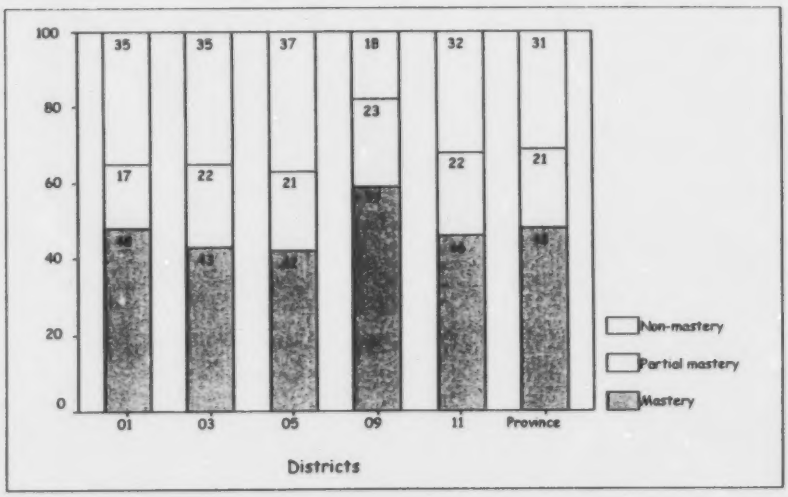
Descriptor 3: Locate an object on a plane by means of Cartesian coordinates.

Graph 43



Descriptor 4: Measure lengths and areas in metric units.

Graph 44



3.4 MATHÉMATIQUES 4e

MATHEMATICAL CONTENT

Descriptor 1: Solve problems involving equivalency and numerical transformations.

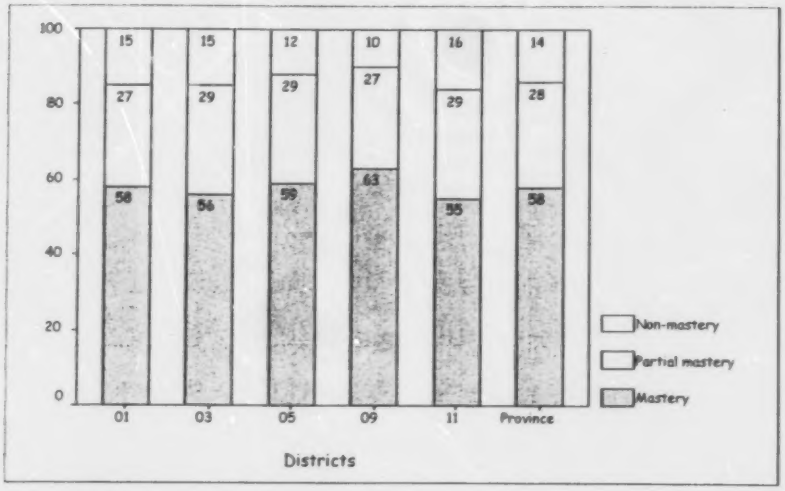
Graph 41

Provincial data

Number of students who wrote the Mathématiques 4e exam

District 01: 19% (N=519)
District 03: 22% (N=592)
District 05: 19% (N=509)
District 09: 22% (N=581)
District 11: 18% (N=480)

Province: 2681



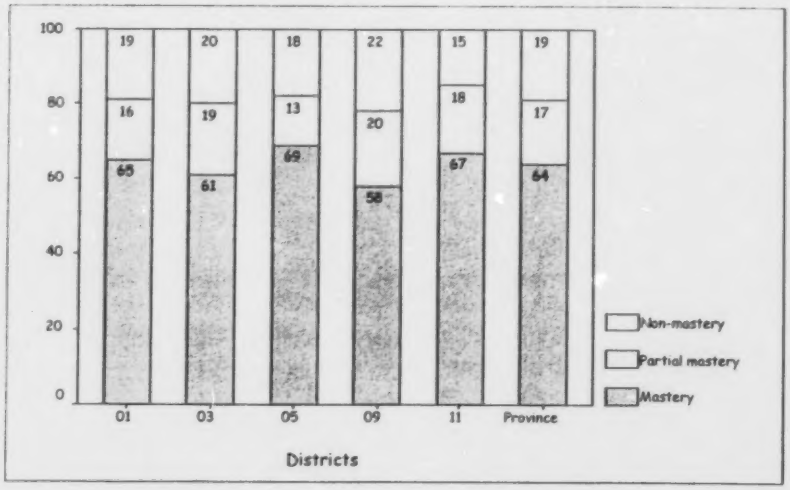
Descriptor 2: Solve problems involving the organization of several instructions concerned with logical relationships.

Graph 42

Provincial data

Number of students who wrote the Mathématiques 4e exam by sex

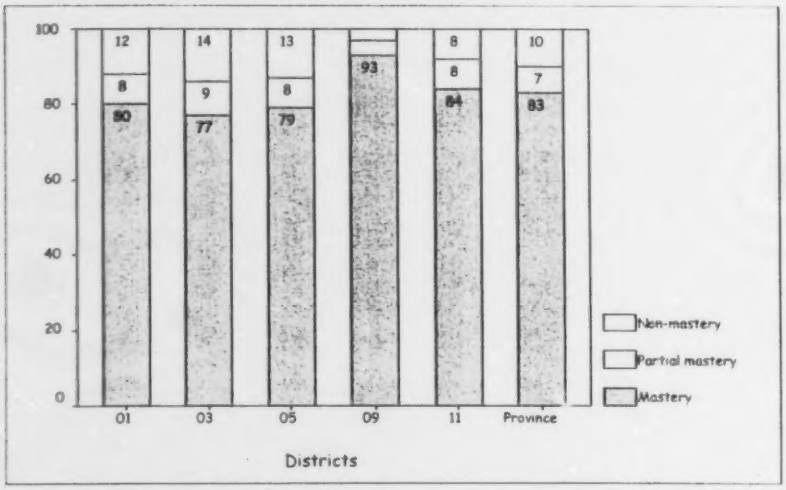
Girls: 51% (N=1359)
Boys: 49% (N=1322)



MATHÉMATIQUES 4e (contd.)

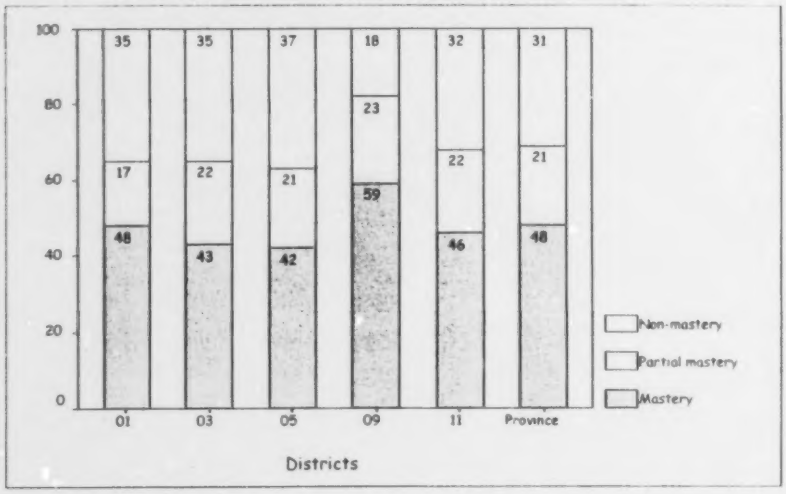
Descriptor 3: Locate an object on a plane by means of Cartesian coordinates.

Graph 43



Descriptor 4: Measure lengths and areas in metric units.

Graph 44

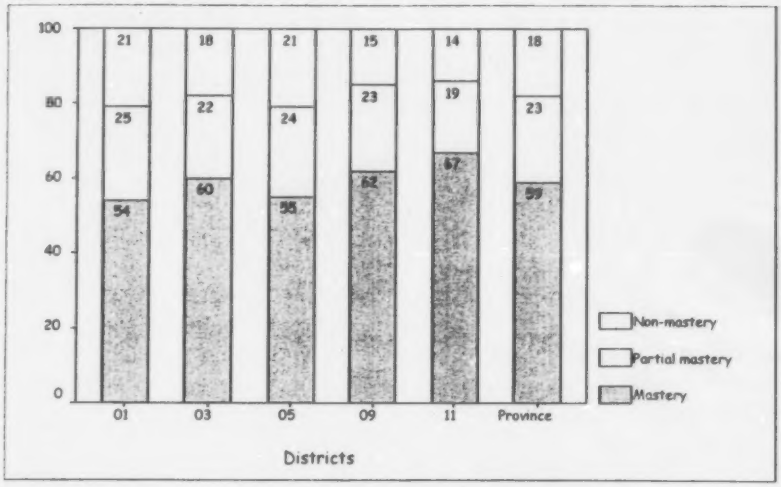


MATHÉMATIQUES 4e (contd.)

PROBLEM SOLVING

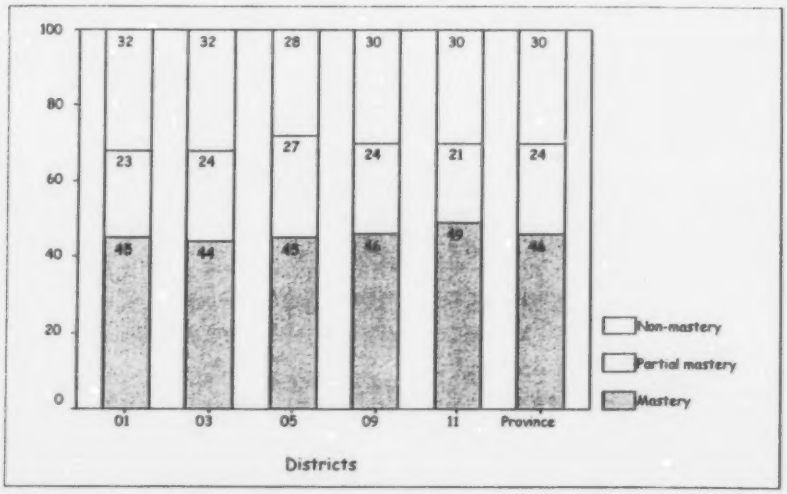
Descriptor 5: Use an appropriate strategy to solve a problem.

Graph 45



Descriptor 6: Find the right solution to a given problem..

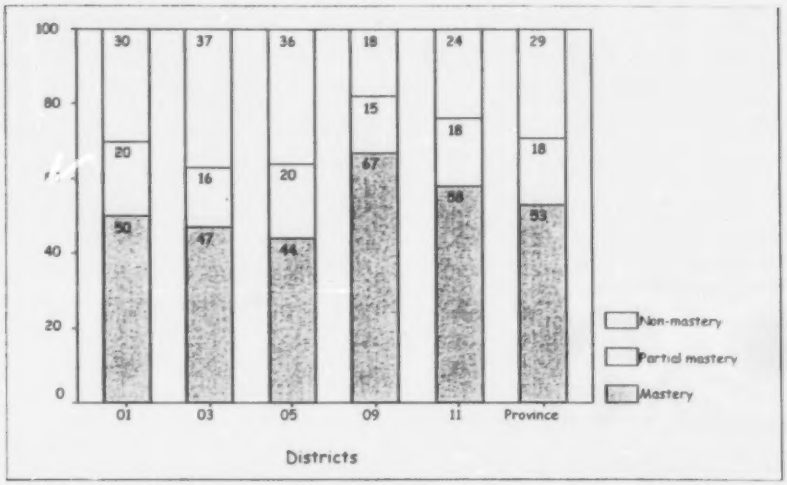
Graph 46



MATHÉMATIQUES 4e (contd.)

Descriptor 7: Interpret the result or answer the question in a complete sentence..

Graph 47

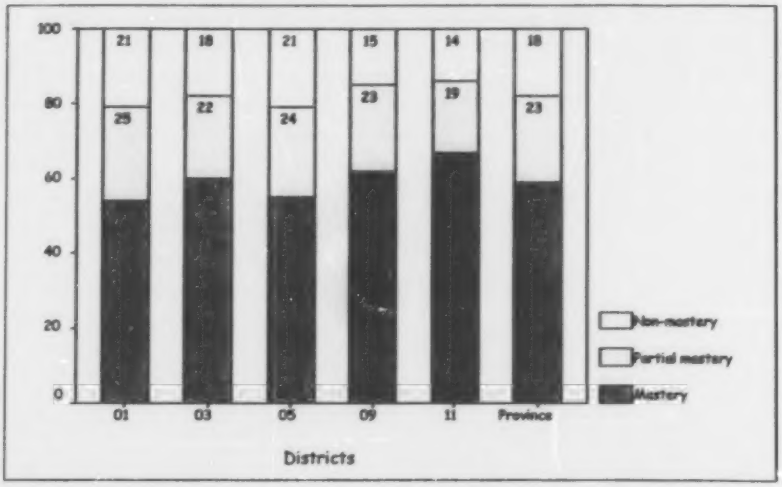


MATHÉMATIQUES 4e (contd.)

PROBLEM SOLVING

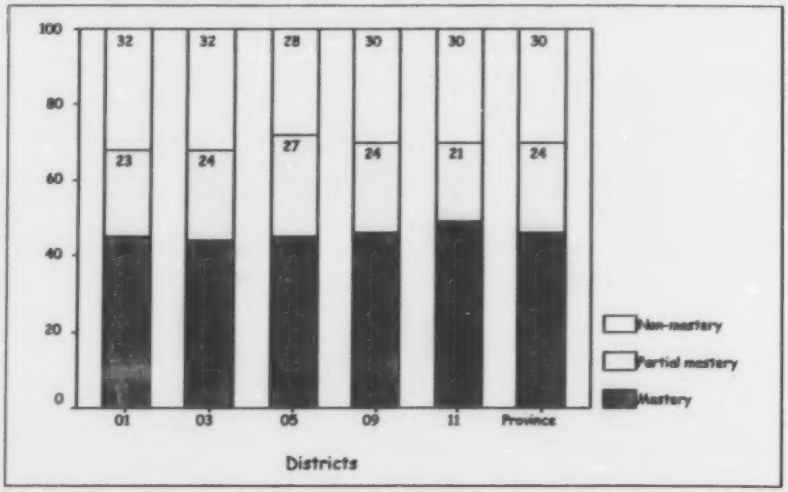
Descriptor 5: Use an appropriate strategy to solve a problem.

Graph 45



Descriptor 6: Find the right solution to a given problem..

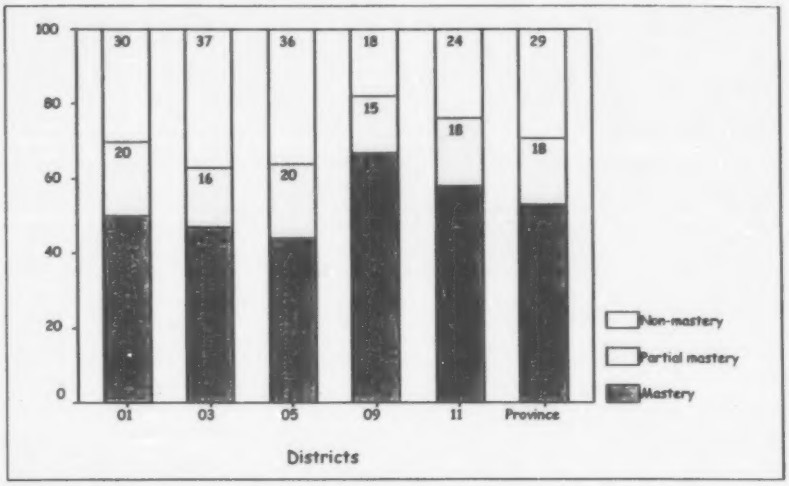
Graph 46



MATHÉMATIQUES 4e (contd.)

Descriptor 7: Interpret the result or answer the question in a complete sentence..

Graph 47



3.5 MATHÉMATIQUES 8e

MATHEMATICAL CONTENT

Descriptor 1: Understand and use rational numbers.

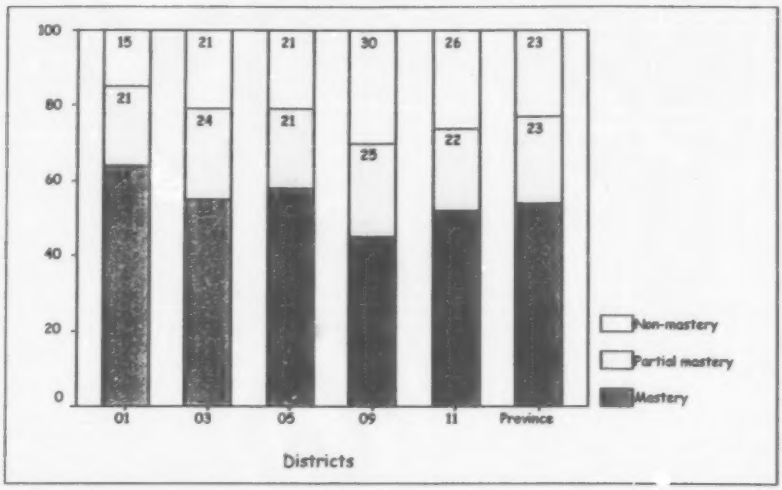
Graph 48

Provincial data

Number of students who wrote the Mathématiques 8e exam

District 01: 18% (N=500)
District 03: 22% (N=648)
District 05: 18% (N=500)
District 09: 22% (N=639)
District 11: 20% (N=565)

Province: 2852



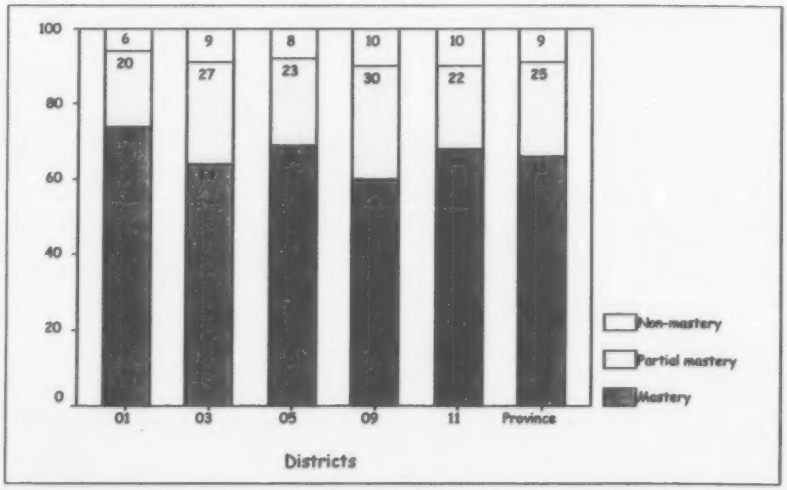
Descriptor 2: Perform the four operations on whole numbers and decimal numbers.

Graph 49

Provincial data

Number of students who wrote the Mathématiques 8e exam by sex

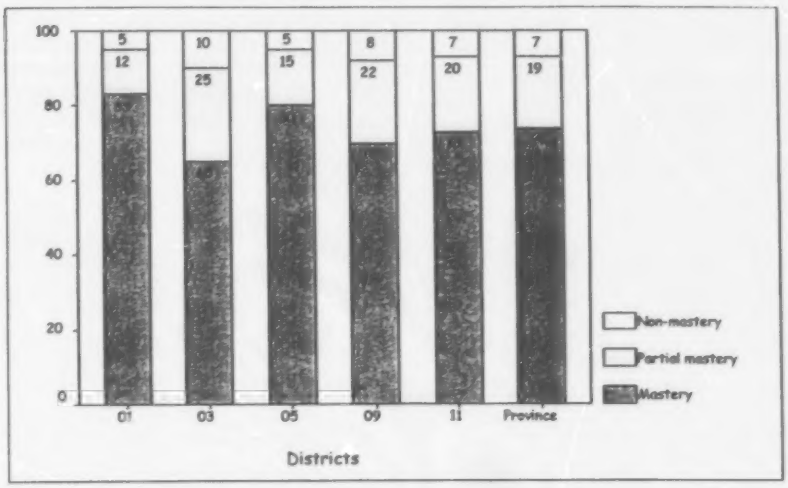
Girls: 49% (N=1405)
Boys: 51% (N=1447)



MATHÉMATIQUES 8e (contd.)

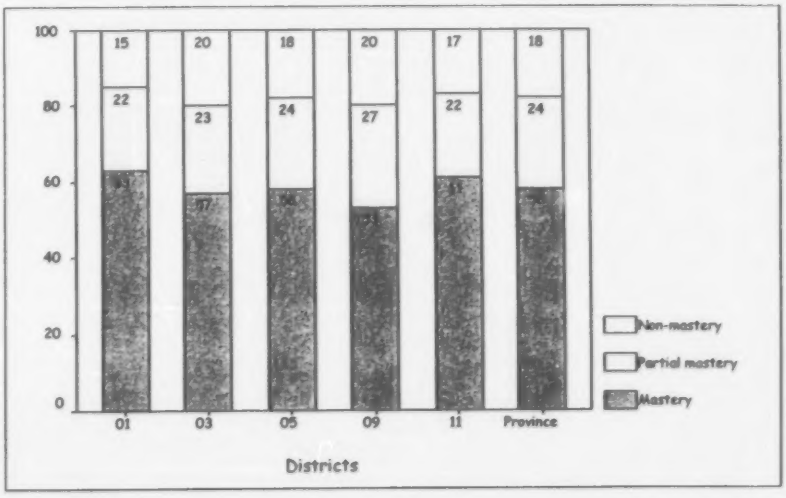
Descriptor 3: Understand and use regularities.

Graph 50



Descriptor 4: Understand and use the properties of straight lines, angles, triangles and other figures.

Graph 51



3.5 MATHÉMATIQUES 8e

MATHEMATICAL CONTENT

Descriptor 1: Understand and use rational numbers.

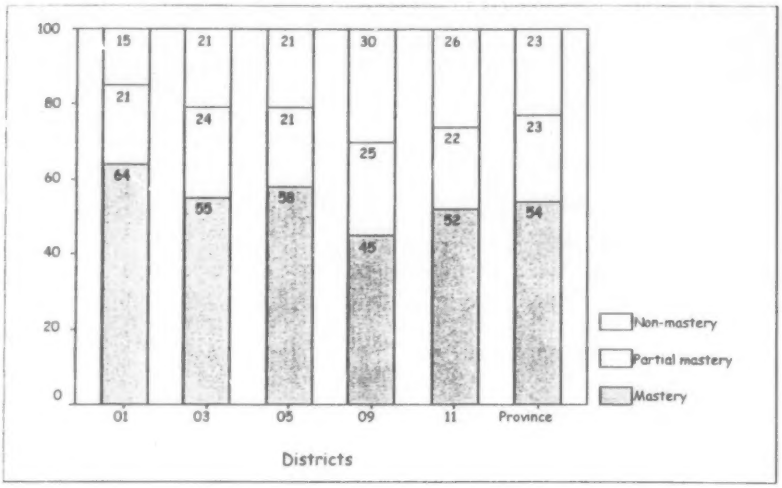
Graph 48

Provincial data

Number of students who wrote the Mathématiques 8e exam

District 01: 18% (N=500)
District 03: 22% (N=648)
District 05: 18% (N=500)
District 09: 22% (N=639)
District 11: 20% (N=565)

Province: 2852



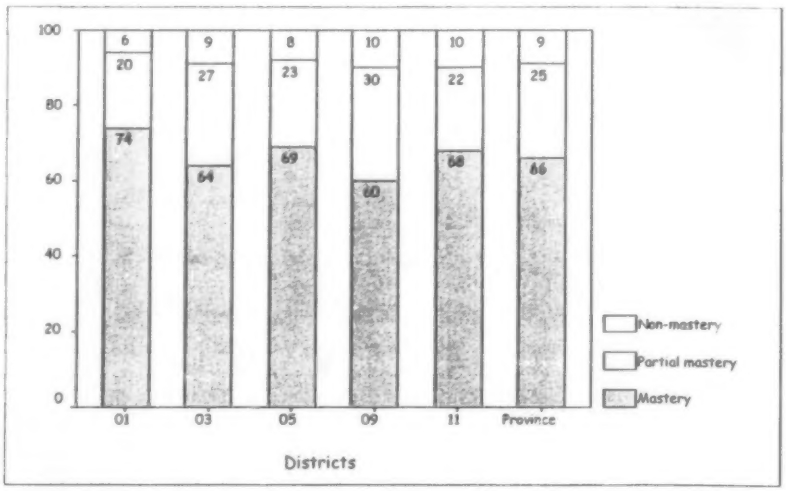
Descriptor 2: Perform the four operations on whole numbers and decimal numbers.

Graph 49

Provincial data

Number of students who wrote the Mathématiques 8e exam by sex

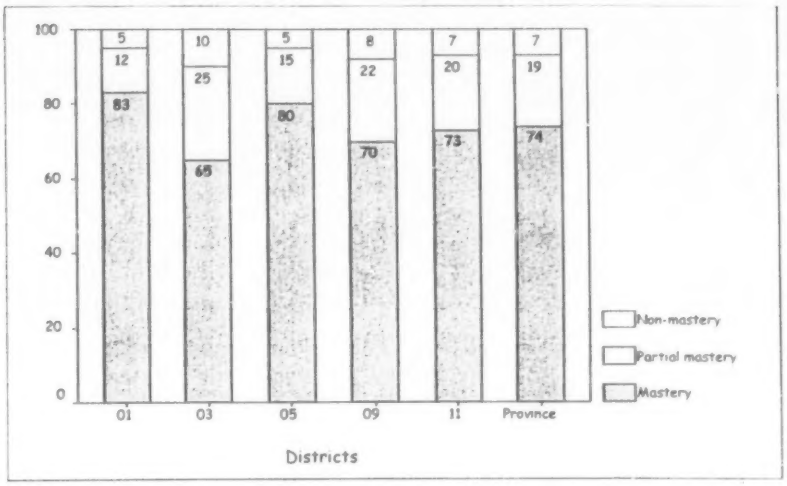
Girls: 49% (N=1405)
Boys: 51% (N=1447)



MATHÉMATIQUES 8e (contd.)

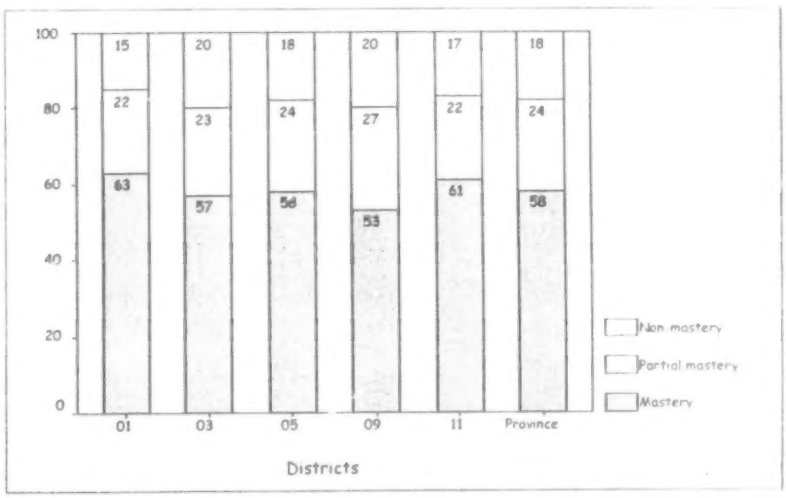
Descriptor 3: Understand and use regularities.

Graph 50



Descriptor 4: Understand and use the properties of straight lines, angles, triangles and other figures.

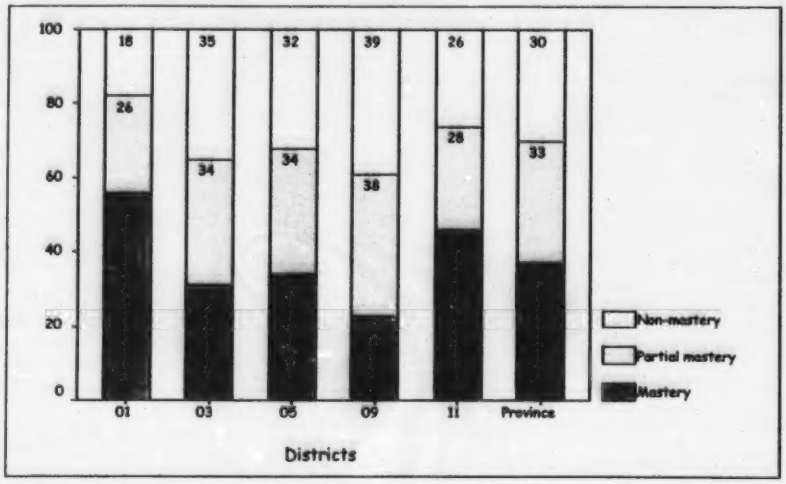
Graph 51



MATHÉMATIQUES 8e (contd.)

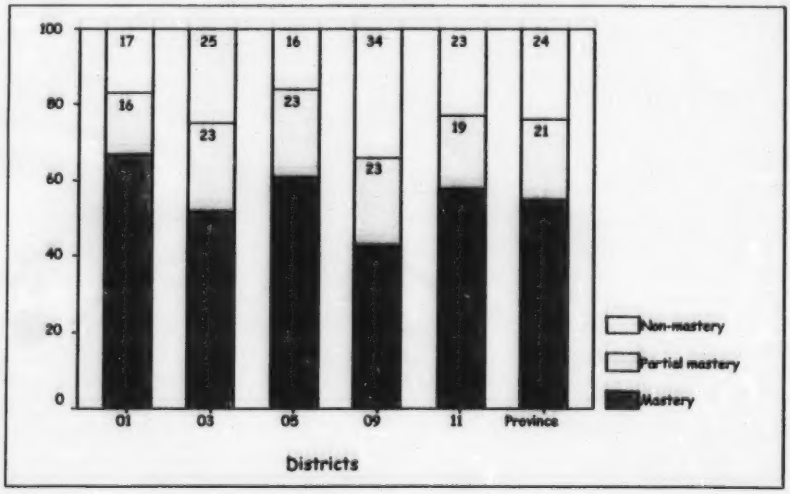
Descriptor 5: Make predictions and decisions based on statistical data.

Graph 52



Descriptor 6: Understand and apply the concept of probability.

Graph 53

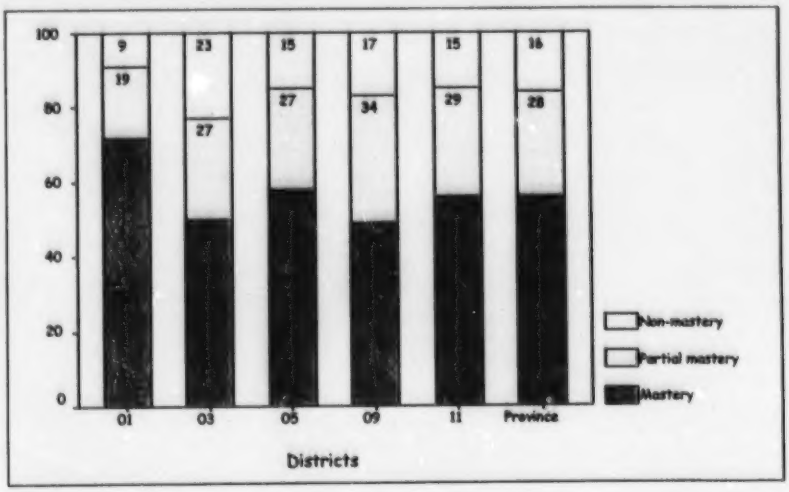


MATHÉMATIQUES 8e (contd.)

PROBLEM SOLVING

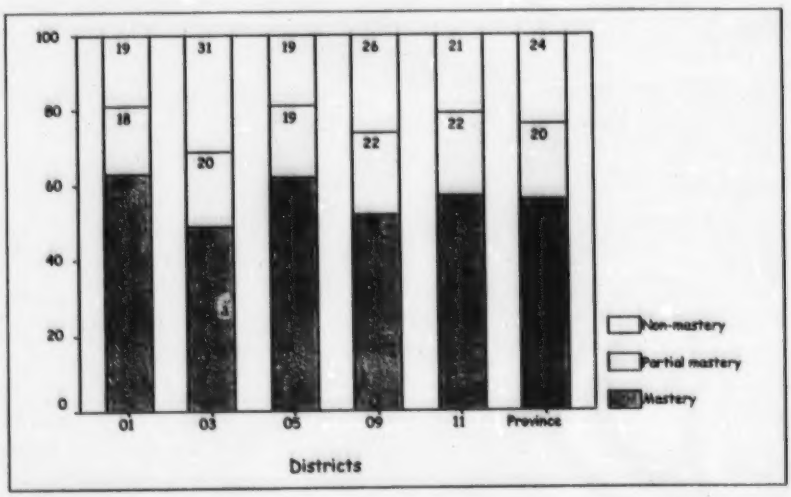
Descriptor 7: Use an appropriate strategy to solve a problem.

Graph 54



Descriptor 8: Find the right solution to a given problem.

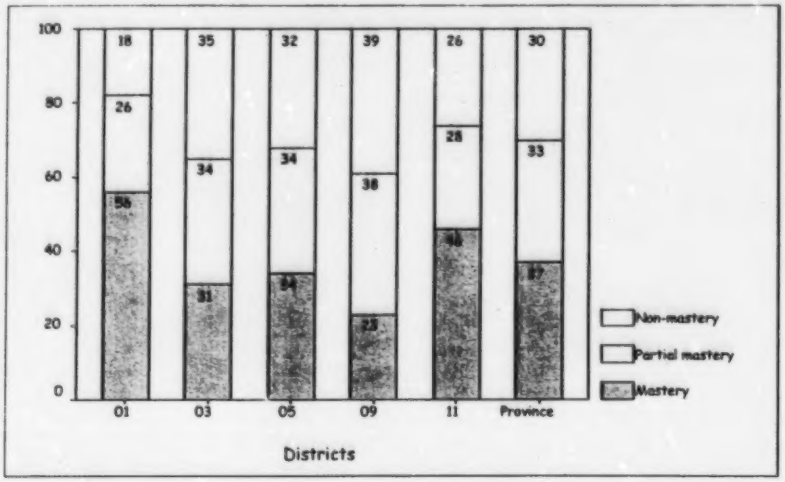
Graph 55



MATHÉMATIQUES 8e (contd.)

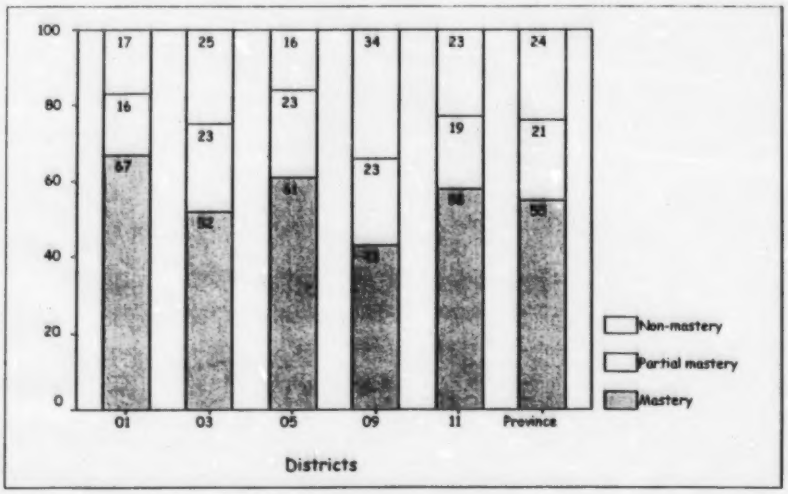
Descriptor 5: Make predictions and decisions based on statistical data.

Graph 52



Descriptor 6: Understand and apply the concept of probability.

Graph 53

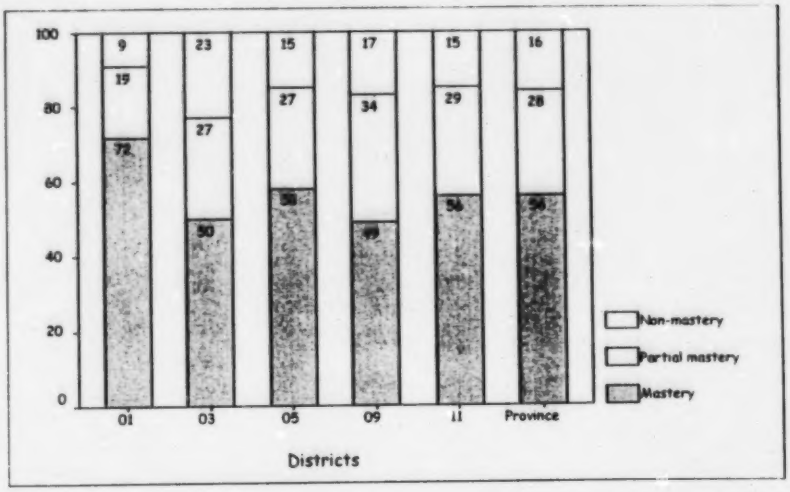


MATHÉMATIQUES 8e (contd.)

PROBLEM SOLVING

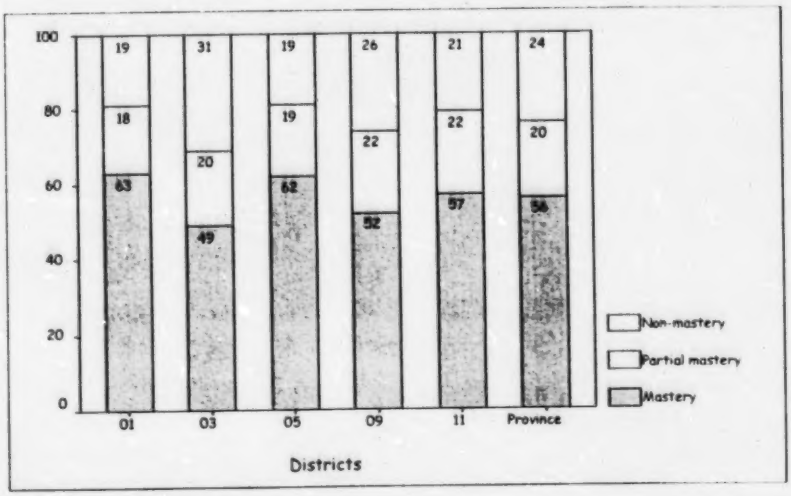
Descriptor 7: Use an appropriate strategy to solve a problem.

Graph 54



Descriptor 8: Find the right solution to a given problem.

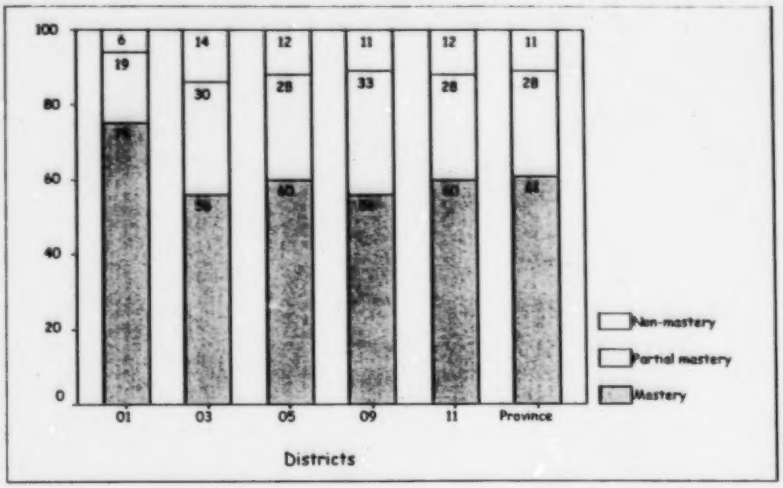
Graph 55



MATHÉMATIQUES 8e

Descriptor 9: Interpret the result or answer the question in a complete sentence.

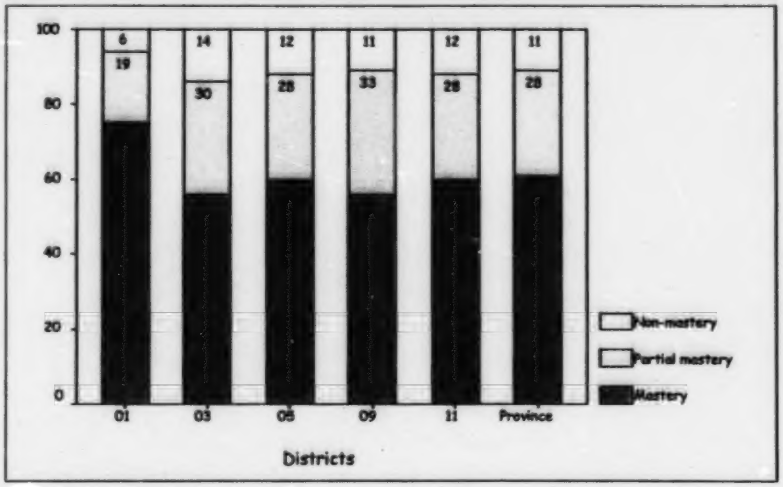
Graph 56



MATHÉMATIQUES 8e

Descriptor 9: Interpret the result or answer the question in a complete sentence.

Graph 56



CONCLUSION

This marks the seventh year of publication of New Brunswick provincial examination results by school and by district. The Department of Education releases these results to meet the requirements of accountability and transparency.

The production of this report is the outcome of a lengthy process of compiling the data obtained from the provincial examinations administered during the 2000-2001 school year for the high-school level and the exams administered in September 2001 for the primary level. In order to produce a report accessible to everyone, the Department has included the most significant data.

These results enable all partners in education and decision-makers to see how New Brunswick students are doing in the subjects that represent the essential components of the curriculum.

We would appreciate receiving your comments after you have read this report. With this in mind, we have attached a form entitled "PROVINCIAL EXAMINATION RESULTS – DECEMBER 2001". The Department will study the questionnaire responses and comments carefully.

Moreover, school principals and district superintendents as well as the staff involved within the Department are available to answer any further questions you may have.

APPENDICES

FRANÇAIS 4e - EXAMINATION

Pass levels by DESCRIPTOR

	Descriptors	Items	Non-mastery (N)	Partial Mastery (P)	Mastery (M)
READING	1. Find specific, selected information appearing literally in the text.	1, 2, 3, 4, 6, 9 and 12	0 to 8/14	9 or 10/14	11 to 14/14
	2. Reconstruct implicit information on the basis of a number of clues provided by the text.	5, 8, 10, 13 and 15	1/5	2/5	3 to 5/5
	3. Assess or take a position in relation to the text by giving an opinion and justifying it.	7, 11 and 14	1/6	2/6	3 to 6/6
WRITING[24]	4. Write a composition by selecting information.		0	1	2
	5. Organize and arrange the elements of the sentence in order to make the composition effective.		0	1	2
	6. Use precise, varied vocabulary.		0	1	2
	7. Observe punctuation rules.		0	1	2
	8. Observe standard spelling.		0	1	2
	9. Observe grammatical spelling.		0	1	2

For example, the first descriptor, «**Find specific, selected information appearing literally in the text,**» is measured by seven items, and enables students to accumulate a total of 14 points. If students obtain:

- 11 points or more, they receive a mark of Mastery **(M)**;
- 9 or 10 points, Partial Mastery **(P)**;
- 8 points or less, Non-mastery **(N)**.

24 See Appendix B for spelling code explanations.

FRANÇAIS 4e EXAMINATION

Abridged Correction Grid

Descriptors	Mastery	Partial Mastery	Non-mastery
4. Choice of information **The student provides sufficient relevant information in his text.**	Information *relevant* and *sufficient* (if some irrelevant information is present, it does not compromise the meaning). 2	Some irrelevant or insufficient information *sometimes* renders the meaning incomprehensible. 1	Text or message *incomprehensible.* or Text is off topic. 0
5. Sentence structure **Sentences are grammatically correct.**	Subjective personal pronouns are *often* used correctly. Most simple sentences are well constructed. 1-3 errors 2	Subjective personal pronouns are *sometimes* used correctly. Many structure errors. 4 -7 errors 1	Subjective personal pronouns are *rarely* used correctly. A great many structure errors. 8 or more errors 0
6. Vocabulary **The student uses precise, varied vocabulary.**	Vocabulary *often* precise and varied. 2	Vocabulary *sometimes* precise but unvaried. 1	Imprecise vocabulary. 0
7. Punctuation **The students ends his sentences with a period or a question mark.**	0-1 error 2	2 errors 1	3 or more errors 0
8. Lexical spelling **Words already learned are spelled correctly.**	0-2 errors 2	3-4 errors 1	5 or more errors 0
9. Grammatical spelling	0-2 errors 2	3-4 errors 1	5 or more errors 0

Descriptors 7, 8 and 9 are measured based on 55 words, whereas descriptors 4, 5 and 6 are measured based on the entire text.
Less than 55 words = Non-mastery for the six descriptors.

FRANÇAIS 8e - EXAMINATION

Pass levels by DESCRIPTOR

	Descriptors	Questions	Non-Mastery (N)	Partial Mastery (P)	Mastery (M)
READING	1. Find explicit information contained in a text.	1, 2, 5, 6, 10, 11, 12, 13 and 18	0 to 7/13	8/13	9 to 13/13
	2. Extract implicit information from a text.	3, 4, 16, 17, 19 and 22	0 to 2/9	3/9	4 to 9/9
	3. Distinguish between key information and secondary information.	7, 20 and 21	0 to 2/6	2/6	3 to 6/6
	4. React to constituent elements of a text.	8, 9, 14, 15 and 23	0 to 3/10	4/10	5 to 10/10
WRITING[25]	5. Write a composition that conforms to the characteristics of the narrative story.		0	1	2
	6. Provide pertinent clues that reveal the composition's structure.		0	1	2
	7. Use a varied, precise vocabulary.		0	1	2
	8. Construct proper sentences.		0	1	2
	9. Punctuate the text correctly.		0	1	2
	10. Observe standard spelling.		0	1	2
	11. Observe grammatical spelling.		0	1	2

For example, the first descriptor, «**Find explicit information contained in a text,**» is measured by nine items, and enables students to accumulate a total of thirteen points. If students obtain:

- 9 points or more, they receive a mark of Mastery **(M)**;
- 8 points, Partial Mastery **(P)**;
- 7 points or less, Non-mastery **(N)**.

---

25 See Appendix D for spelling code explanations.

FRANÇAIS 8e - EXAMINATION

Abridged Correction Grid

	Descriptors	Mastery	Partial Mastery	Non-mastery
CONTENT	5. Characteristics of story (Narrative text)	Interesting, suspenseful text. Well-orchestrated events that move the action forward. Very pertinent descriptive passages. 2	Text fairly interesting, text no suspenseful. Descriptive passages sketchy or not very pertinent. 1	Text not interesting, off topic or genre not observed. 0
	6. Text structure	Parts of speech are present. One to two errors in paragraph division or use of relationship markers. 0-2 errors 2	Weakness within narrative outline. Weakness in paragraph division. Links between paragraphs not clear. 3-5 errors 1	The narrative outline is not followed. Almost total lack of paragraphs or very few links between paragraphs. 6 or more errors 0
LANGUAGE	7. Vocabulary	Correct use of language, a few rare improprieties or a few awkward turns of phrase. 0-2 errors 2	Correct use of language, words limited to most common ones, a few rare improprieties or a few awkward turns of phrase. 3-6 errors 1	Informal or popular level of language, a very large number of improprieties and awkward turns of phrase. 7 or more errors 0
	8. Syntax	The student constructs proper sentences. 0-2 errors 2	3-5 errors 1	6 or more errors 0
	9. Punctuation	The student correctly punctuates his text (An error is counted each time it is committed). 0-2 errors 2	3-5 errors 1	6 or more errors 0
	10. Lexical spelling	0-6 errors 2	7-13 errors 1	14 or more errors 0
	11. Grammatical spelling	0-6 errors 2	7-13 errors 1	14 or more errors 0

Descriptors 7, 8, 9, 10 and 11 are measured based on 150 words, whereas descriptors 5 and 6 are measured based on the entire text.

MATHÉMATIQUES 4e - EXAMINATION

Pass Levels by DESCRIPTOR

	Descriptor	Questions	Non-mastery (N)	Partial mastery (P)	Mastery (M)
CONTENT	1. Solve problems involving equivalency and numerical transformations..	1 to 11	0 to 13/36	14 to 23/36	24 to 36/36
	2. Solve problems involving the organization of several instructions concerned with logical relationships.	12 and 13	0 to 5/14	6 to 8/14	9 to 14/14
	3. Locate an object on a plane by means of Cartesian coordinates.	14 and 15	0 to 5/12	6 to 8/12	9 to 12/12
	4. Measure lengths and areas in metric units.	16 and 17	0 to 2/9	3 or 4/9	5 to 9/9
PROBLEM SOLVING	5.Use an appropriate strategy to solve a problem.	1 to 6	0 to 3/12	4 or 5/12	6 to 12/12
	6. Find the right solution to a given problem.	1 to 6	0 or 1/6	2/6	3 to 6/6
	7. Interpret the result or answer the question in a complete sentence.	1 to 6	0 to 5/12	6 or 7/12	8 to 12/12

For example, the first descriptor, « **Solve problems involving equivalency and numerical transformations,**» is measured by eleven items, and enables students to accumulate a total of 36 points. If students obtain:

- 24 points or more, they receive a mark of Mastery **(M)**;
- 14 to 23 points, Partial Mastery **(P)**;
- 13 points or less, Non-mastery **(N)**.

MATHÉMATIQUES 8e - EXAMINATION

Pass Levels by DESCRIPTOR

	Descriptor	Questions	Non-mastery (N)	Partial mastery (P)	Mastery (M)
CONTENT	1. Understand and use rational numbers.	Part 1 - 8 to 14 Part 2 - 4 and 5	0 to 5/17	6 to 9/17	10 to 17/17
	2. Perform the four operations on whole numbers and decimal numbers.	Part 1 -1 to 7 Part 2 - 1, 2, 8, 14, 15 and 16	0 to 8/22	9 to 13/22	14 to 22/22
	3. Understand and use regularities.	Part 2 - 10, 11, 2, 17, 18 and 19	0 to 3/8	4 or 5/8	6 to 8/8
	4. Understand and use the properties of straight lines, angles, triangles and other figures.	Part 1 - 15 to 23	0 to 6/18	7 to 10/18	11 to 18/18
	5. Make predictions and decisions based on statistical data.	Part 2 - 9, 20, 21, 22, 23 and 24	0 to 4/15	5 to 7/15	8 to 15/15
	6. Understand and apply the concept of probability.	Part 2 - 3, 6, 7 and 13	0 to 2/8	3 or 4/8	5 to 8/8
PROBLEM SOLVING	7. Use an appropriate strategy to solve a problem.	Part 2 - 2, 5, 8, 14, 15 and 16	0 to 3/12	4 to 6/12	7 to 12/12
	8. Find the right solution to a given problem.	Part 2 - 2, 5, 8, 14, 15 and 16	0 or 1/6	2/6	3 to 6/6
	9. Interpret the result or answer the question in a complete sentence.	Part 2 - 2, 5, 8, 14, 15 and 16	0 to 3/12	4 to 7/12	8 to 12/12

For example, the first descriptor, « **Understand and use rational numbers** » is measured by nine items, and enables students to accumulate a total of 17 points. If students obtain:

- 10 points or more, they receive a mark of Mastery **(M)**;
- 6 to 9 points, Partial Mastery **(P)**;
- 5 points or less, Non-mastery **(N)**.

QUESTIONNAIRE

on the Statistical Report of

PROVINCIAL EXAMINATION RESULTS - DECEMBER 2001

Francophone School Districts

QUESTIONNAIRE

Circle the figure indicating your assessment of each of the following aspects and give comments where requested if desired.

1. Use of report:

		Negative				Positive
1.1	I enjoyed reading the report in its detailed format.	1	2	3	4	5
1.2	The report is useful to me.	1	2	3	4	5
1.3	The report helped me to better understand the Department of Education's evaluation programs.	1	2	3	4	5

1.4 After reading the report, I used it in the following way (provide brief description):

_____

_____

_____

_____

2. Content of report:

		Negative				Positive
2.1	I am satisfied with the content of the report.	1	2	3	4	5
2.2	The report is informative.	1	2	3	4	5
2.3	The results are easy to understand and interpret.	1	2	3	4	5

2.4 Comments regarding the content: _____

_____

_____

_____

3. Presentation of report:

		Negative				Positive
3.1	I like the presentation of the report.	1	2	3	4	5
3.2	The report's presentation is nicely spaced out.	1	2	3	4	5

3.3 Comments regarding presentation: _____

_____

_____

_____

4. Other comments and suggestions: _____

_____

_____

_____

Name : _____ Date : _____

Title : _____

_____

Please send this form to the following address:

Direction de la mesure et de l'évaluation
Department of Education
P.O. Box 6000
Fredericton, N.B.; E3B 5H1
Telephone: (506) 453-2157
Fax: (506) 444-5523